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ABSTRACT

Ten lessons designed to introduce elementary students to China are featured in this document. The lessons are aimed at second through fourth grade, but they also include follow-up activities for kindergarten through sixth grade and are easily adapted to a given grade level. The lessons also are designed to incorporate elements and skills associated with a wide range of disciplines. The 10 lessons are: (1) A day with Li Mingbao, (2) Finding the way in China, (3) What is your Chinese name? (4) Games Chinese children play, (5) Three Chinese inventions, (6) Let's cook Chinese food, (7) Learning with Chinese money, (8) Stories from Chinese proverbs, (9) Chinese paper cuts, and (10) Conclusion. An opening story, slides, activities, and follow-up lessons that introduce students to aspects of Chinese culture and daily life comprise the unit. (DB)

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JOURNEY TO CHINA

ACTIVITIES FOR ELEMENTARY STUDENTS

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SPICE

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STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION

SPICE

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The Stanford Program on International and Cross-Cultural Education (SPICE) represents a long-term effort by Stanford University to improve international and cross-cultural education in elementary and secondary schools. The program traces its origins to 1973 with the initiation of the Bay Area China Education Project, an effort to upgrade teaching about the People's Republic of China. Subsequently, parallel projects on Japan, Africa, Latin America, Western Europe, and the Soviet Union and Eastern Europe were established, and together with the China Project, became the nucleus of SPICE. SPICE also offers services in the fields of geography and foreign language.

In 1979, SPICE joined with two other international resource organizations–The World Affairs Council of Northern California and Global Educators–to form the Bay Area Global Education Program (BAGEP), an international studies resource consortium serving K-12 schools and districts in the San Francisco area. In 1986, Stanford University, in cooperation with the World Affairs Council and Global Educators, was selected to manage the California International Studies Project (CISP), a legislatively-based (AB 2543) statewide network of international resource centers for which BAGEP serves as a model. SPICE is the curriculum development and materials resource arm of CISP.

Sponsorship

SPICE is sponsored by the Institute for International Studies and the School of Education at Stanford University.

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SPICE receives support from federal sources, private foundations, and the Institute for International Studies.

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SPICE's current curricular priority is the development of lessons which enhance the study of world history, cultures and geography. In the area of staff development, SPICE's priority is to provide support for the programs of the CISP Resource Centers. SPICE also has ongoing staff development efforts through each of its individual projects, and is centrally involved in a yearly summer institute on the Stanford campus in conjunction with BAGEP.

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SPICE offers over 60 titles which include curriculum units, resource guides, and research reports. Write to SPICE for a free catalogue.

JOURNEY TO CHINA

ACTIVITIES FOR ELEMENTARY STUDENTS

The China Project
of the
Stanford Program on International
and Cross-Cultural Education
(SPICE)

THE CHINA PROJECT/SPICE

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PREFACE

During the summer of 1986, through funding provided by a Fulbright-Hays Group Projects Abroad award from the Department of Education, the China Project/SPICE and the California International Studies Project (CISP) sponsored a six-week tour to the People's Republic of China for sixteen outstanding California pre-collegiate level teachers and administrators. The purpose of the trip was to experience China first hand and to develop curriculum materials. The goal was to develop a series of new units on post-Mao China, one being the present volume.

Curriculum development was integrated into every phase of the project -- during pre-departure orientations; during the academic programs in the Northeast Normal University, Beijing Normal University, and East China Normal University; and in a week-long writing workshop in Hong Kong at the end of the trip. During the sixteen months since returning, the new materials have undergone numerous revisions and have been thoroughly field-tested. It is particularly exciting that all publications in this series resulted from close collaboration between the China Project/SPICE staff and study tour group members, with the latter being the prime contributors to authorship.

My heartfelt thanks to the extraordinary group of individuals who participated in the China trip -- in many ways their comraderie and talent made the trip. Their commitment to the curriculum projects, especially after the trip, is certainly above the call of duty and deeply appreciated. Many of us shall especially cherish the lasting friendships that were formed. Special recognition should be given to Susan Kroeger, Stan Seaberg, and Lee Torliatt for initial editorial work; to Sally Clark and Carol Murphey for wonderful slides and graphics respectively; to Professor Lynn Paine of Michigan State University for valuable assistance in Changchun; to Stephney Keyser and Lungching Chiao from the U.S. Department of Education for assistance during proposal writing; and to the many teachers who field-tested the materials and provided valuable feedback. Special thanks also to our Chinese hosts who made our study tour enjoyable and meaningful; and to Dr. Ron Herring, Tuckie Yirchott, and Bing Shaw for assistance with getting the study tour off the ground. However, the greatest debt is to former SPICE Director Dr. David Grossman who was personally involved with many phases of the project. His continual support ensured that these new curriculum units would materialize.

Michael Chang, Ph.D.
Coordinator,
China Project/SPICE

JOURNEY TO CHINA
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INTRODUCTION

Journey To China consists of an opening story, slides, activities, and follow-up lessons designed to introduce students to aspects of Chinese culture and daily life.

Our approach has been very broad. The ten lessons include activities in each of the elementary subject areas. These lessons address the new California State History and Social Science framework. The lessons are multi-level -- aimed at second through fourth grade, but they also include follow-up activities for kindergarten through sixth grade and are easily adapted up or down to a given grade level.

Lessons in Journey To China include a range of teaching strategies. We hope to encourage thinking skills from simple recall of facts through higher levels of critical thinking. Teachers are provided with ways to use different instructional methods to meet the needs of many types of students. The format of Journey To China can be adjusted to different time frames -- each lesson is self-contained and may be taught alone, or as a part of a more lengthy, coordinated unit on China.

The introductory lesson consists of a narrative about a child's day in Beijing, the capital of China. Accompanied by a set of twelve slides, it also introduces the topics of the other lessons. The other lessons include activities that will expand the students' understanding of China. These activities are designed to enrich the experiences introduced in the opening narrative. Each lesson also contains a section of background material which may be used for a lecture or as a handout. Specific objectives are listed for each lesson. A concluding lesson provides closure to the student's learning about China.

It is our hope that these materials will expand the knowledge about today's China and will be fun both to teach and learn.

Cora Catangay, Susan Kroeger,
Carol Murphey, Barbara Schubert,
and Gary Yee

JOURNEY TO CHINA
SUBJECT AREA MATRIX

CHAPTER	ANTH	READ	LANG	HIST	P.E.	GEOG	MATH	SOC.	ECON	SCI.	ART
LI MINGBAO	X	X	X			X		X			
FIND THE WAY		X	X			X		X			X
NAMES	X	X	X								
GAMES	X				X	X					
INVENTIONS		X		X						X	
FOOD	X			X	X				X	X	
MONEY							X	X	X		
PROVERBS		X	X								X
PAPER CUTS	X	X		X				X			X
CONCLUSION								X			

LESSON 1
A DAY WITH LI MINGBAO

INTRODUCTION:

In this lesson students watch a set of slides while the teacher reads a narrative about a young Chinese girl's day in the People's Republic of China. This lesson serves as both an introduction to China as well as an introduction to the various topics covered in the lessons that follow.

OBJECTIVES:

Students will:

1. be introduced to China
2. learn about a typical day of a child in urban China
3. be introduced to the other lessons in this curriculum

GRADE LEVEL: 2-6

TIME: One class period

MATERIALS:

1. A world map
2. A Day with Li Mingbao (Teacher Narrative)
3. A Day with Li Mingbao (Slide Set)
4. Slide projector and screen

PROCEDURE:

1. Look through Journey To China and decide which lessons to teach. Be sure to include lessons One and Ten.

2. Introduce China to Students. Ask students if they have ever heard of a country called China. Using a world map, ask students to find the U.S. and China. Is China a big or a small country? Ask students what else they know about China? Have they ever had Chinese food? Do they know of someone from China?

3. Tell students they will be spending some time learning about China. Tell students they will be introduced to Li Mingbao. She is a child who lives in Beijing, China's capital and one of its largest cities. Li Mingbao will tell the students how she typically spends a day.

4. Read "A Day with Li Mingbao" in conjunction with showing the slides. Ask students about their impressions of China after seeing the slides. Did anything surprise them? Finally, elaborate briefly on the lessons which will be taught in the classes to follow.

A DAY WITH LI MINGBAO

Hello. My name is Li Mingbao (Slide #1). Li is our family name, and in China it comes first. Mingbao means "Bright Treasure"; it's my given name. But, no one calls me Mingbao, they call me by my nickname, Xiaohu, which means "Little Tiger". My Daddy gave that nickname to me because he thinks I have a fighting spirit. You can call me Xiaohu, too! Today, I'm going to share my day with you, and tell you a little about my life here in China.

I live with my Grandma, Mom, and Dad. We live in a little apartment which has one big room and a little kitchen that we share with another family. Here is Grandma in our big room (Slide #2). It is divided in two with a screen; Mom and Dad sleep on this bed, and Grandma and I sleep on another, smaller bed in the other part of the room.

Every morning when I wake up, I can smell the breakfast that Grandma is preparing. Sometimes, she cooks us rice gruel, especially when it's cold outside. This morning before the sun was up, Grandma got up and went to the market to buy us fried breadsticks and milk for breakfast. Yum!

After breakfast, it is time for me to go to school, and for Mom and Dad to go to work. Mom takes the bus out to her job (Slide #3), but Dad rides his bike to the school where he teaches (Slide #4). I hope that I will have my own bike soon so I can ride to school too. My Mom worries because the streets are crowded with bikes. She also says that I am still too little to understand all the **road signs** (Slide #5, Lesson 2). Having a bike is important; Chinese people use their bikes for everything, even to carry big loads! (Slide #6).

So, since I am too little to ride my own bike, Grandma takes me to school on the bus. School is a lot of fun. Our day is divided into three parts; the morning classes, lunch break, and afternoon classes. My morning classes today were Chinese and then **science** (Slide #7, Lesson 5). In Chinese class, we have to learn to write our **Chinese characters** (Lesson 3). Since I am young, my class is still practicing the basic strokes. The older children get to write whole characters. Science class is different all the time. Today, we were learning about things from the water.

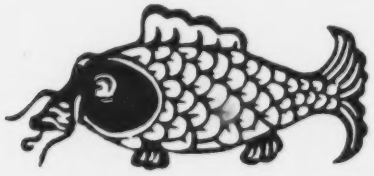
Finally, at about noon, the bell for lunch break rings. We get two hours at lunchtime. Some students go home to eat lunch and take a little nap. Others bring lunch from home, and spend their lunch break at school **playing with other friends** (Slide #8, Lesson 4). Some of the older children go to the stores to look at the things to buy or to buy their lunch (Slide #9). Lunchtime is when most grown-ups do their shopping. Sometimes if I need to buy supplies for school, my Mom or Dad will take me to the market at lunchtime (Slide #10). I am excited because our family will soon be ready **to buy a color TV** (Lesson 7). Grandma or Mom goes to the market at lunchtime to buy our **food** for dinner each night (Lesson 6).

Lunchtime today was not like any other day (Slide #11). Our class went on a special outing to see a dragon dance at the Temple of Heaven in the old part of Beijing. Usually in the afternoon we have **art class** (Lesson 9), mathematics and then gym. But, the dragon dance is a very special event in China, and our teachers thought we should learn from this old tradition. For art class, we learned how the costumes were made; for gymnastics, we heard all about the dancers' training. When I grow up, I'd like to be an acrobat!

After school, Dad came and picked me up on his bike. I can

sit on the handlebars and ride home. We stopped for ice cream on the way home, a special dessert treat for the whole family (Slide #12). Grandma was waiting for us at home, and we sat down to a big meal. After dinner, I helped Grandma with some chores, did a little homework, and even got to watch a TV show at my neighbor's house.

Every night, just before bed, Grandma tells me a story while I wash my feet. Grandma says that washing your feet makes you sleep better, but I do it because I like Grandma's stories! Tonight it's a story about a **proverb saying** we have in Chinese (Lesson 8). I can't wait to hear the ending. Goodnight!



KEY

Words in **BOLD** denote a lesson topic. **BOLD** references are followed by the slide number and the number of the lesson to which it refers. These references have been highlighted so that the teacher can tie the activities in the various lessons to this beginning story and slide presentation.

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LESSON 2
FINDING THE WAY IN CHINA

INTRODUCTION:

This activity requires the students to interpret road signs that a Chinese person sees in his or her daily life and to formulate some hypotheses about transportation in China. In recent years pictorial signs have become internationally popular. There are, in fact, standardized international road signs in use in many countries. Pictorial signs are important in China, because of the increase in all kinds of traffic and a proportion of the population who can not read.

OBJECTIVES:

Students will:

1. recognize that signs are a cultural universal.
2. practice decoding visual symbols.
3. formulate some hypotheses about the meaning of Chinese signs.
4. practice working cooperatively in a group.

GRADE LEVEL: 2-6

TIME: One class period

MATERIALS:

1. Handout 2A "International Road Signs" one per group
2. Handout 2B "Chinese Road Signs" one per group
3. Chalk and chalkboard space or markers and chart paper for each group
4. The teacher will also need a copy of Handout 2A and Handout 2B

PROCEDURE:

1. Divide the class into groups of three. Distribute Handout 2A.

2. Briefly discuss the use of international signs and why they are important.

3. Pass out Handout 2B.

4. With young children check to see that they can identify basic shapes and that they can identify what the pictures are on the signs.

5. Instruct each group to be prepared to share the following information with the class. (This should be written on the chalkboard or chart paper.)

a. What is the meaning of each sign? How did your group know this? Which ones are primarily for pedestrians? (a,g,h,i)

b. Give examples of signs which are similar to international road signs. (a,c,f,j)

c. Give examples of signs which might be Chinese in origin. (b,d,e,g,h,i,k). How are some of these signs particularly suited to China or any other country whose modes of transportation are changing rapidly?

d. Each group then develops a few original pictorial signs that could be used at the school site. Exchange with another group to decipher them.

FOLLOW UP:

1. Discuss: Do people in the U.S. usually obey signs? Why or why not?

2. Draw a 3 picture sequence of what might happen if you didn't follow the direction of one of the signs.

3. Write a research report on international signs. Note whether the Chinese signs are standard or of Chinese origin.

4. Build a model of what a Chinese street might look like and place the signs in appropriate places in the model.

ANSWER KEY TO HANDOUT 2B:
a. Pedestrian crossing b. Yield to bicycles c. Narrowing road d. No carts e. Move to the right lane f. Quiet zone g. No spitting h. No littering i. Exit (Chinese character on the left means "to go out" while the right character means "opening") j. Curves ahead k. Village ahead

INTERNATIONAL ROAD SIGNS

NARROWING ROAD

MEN AT WORK

CURVES

TRAFFIC LIGHT AHEAD

ROUGH ROAD

CROSSROADS

SCHOOL CROSSING

DANGEROUS CROSSROAD

PEDESTRIAN CROSSING

ROAD JUNCTION

FALLING ROCKS

RAILROAD CROSSING

NO ENTRY

NO U TURN

ROAD CLOSED

NO PASSING

DO NOT ENTER

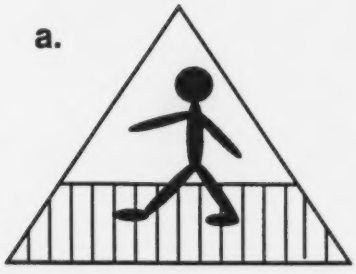
QUIET ZONE

NO TURN IN DIRECTION INDICATED

SPEED LIMIT

CHINESE ROAD SIGNS

a.



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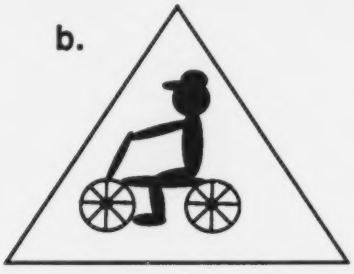

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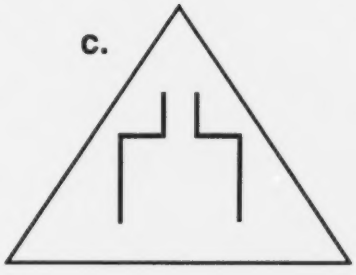

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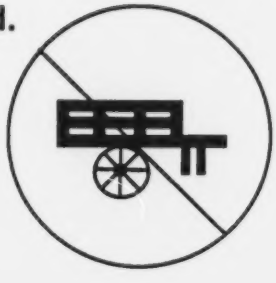

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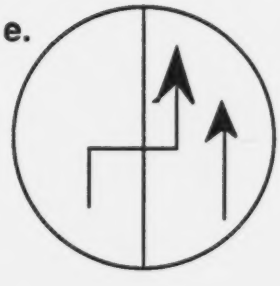

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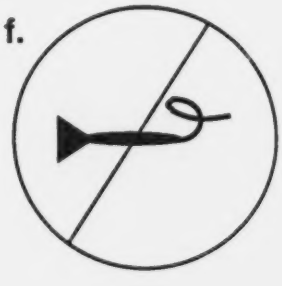
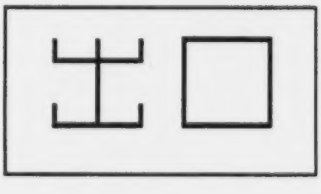


g.

h.

i.



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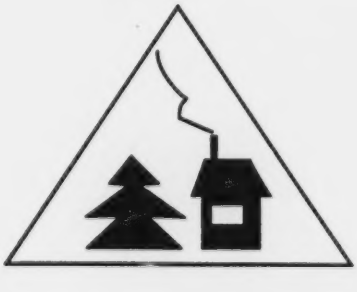


LESSON 3
WHAT IS YOUR CHINESE NAME?

INTRODUCTION:

In this lesson, students will be exposed to a different system of naming and a different type of writing system (Chinese characters). In China, names are chosen not only because they are part of a family tradition, but because of the meaning of the characters. Given names are especially important in China, because there are significantly fewer surnames than there are in the United States.

OBJECTIVES:

Students will:

1. be exposed to a different form of written communication using characters
2. compose their own Chinese given names
3. use characters as a means of identification, relying on visual memory skills

GRADE LEVEL: K-6

TIME: One or more class periods

MATERIALS:

1. Numbers in Chinese (Handout 3A).
2. Chinese Male Names (Handout 3B).
3. Chinese Female Names (Handout 3C).
4. World map
5. Paper - graph 1/2" or 1" squares (depending on ages)
6. Pencils, crayons, felt pens
7. Styrofoam egg cartons, ball point pen, blank paper, ink pad, and masking tape (optional)

PROCEDURES:

1. Using a World map: locate U.S.A., locate your home state.

2. Discuss the importance of names. Do students know why they have the names they have? Nicknames? If they could choose a new name, what would it be? Why?

3. (optional) Locate Africa, locate Nigeria. Discuss naming strategy. (See Background Information Sheet).

4. Locate China; discuss naming strategy in China. (See Background Information Sheet)

5. Distribute list of names/characters - one per student. Ask students to select a name for themselves, based on homonym or a meaning they like. Boys get Handout 3B, girls get Handout 3C.

For younger students, you may wish to have them write the characters for numerals or names of objects instead of choosing characters for their names. (See Handout 3A). Characters may be:

- copied (following stroke order)
- traced (using tracing paper)
- sponge-painted (make templates from character sheets; laminate for additional strength)
- rubbings (trace characters with white glue and let dry; using crayons and paper, make rubbings).

6. Have students practice writing their name on grid paper using pen or pencil.

7. Repeat the activity on unlined paper using a brush and paint. Which is easier? Why?

8. Using the character(s) in their Chinese name, have students draw a picture around the characters that helps to visualize the meaning. Characters may be repeated but one set of characters should be highlighted in some way - i.e., outlined, bold strokes, a different color, etc.

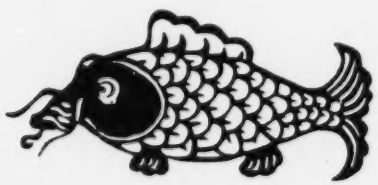
FOLLOW UP:

1. (Optional) Making a "chop" (a chop is a Chinese device, similar in many ways to a stamp, which is used to print the characters in one's name): Write characters with ball point pen, pressing HARD so that imprint goes through paper. Turn paper over; place on styrofoam, using ball point pen, retrace imprint to transfer to styrofoam.

2. Retrace lines on styrofoam, using a ball point pen to make sharp indentations.

3. Press "chop" against ink pad; stamp image on blank paper.

4. Have students use their "chop" to sign their picture - as Chinese artists do.



NAMES

Names are very important to people. In some cultures, names are given with specific meanings in mind. Most people today have a given name and a family name.

In the United States, parentage is delineated by the last name. The children take the last name of the father. In West Africa, the Akans of Ghana have not followed this custom until fairly recent times. Among the Akans, the naming ceremony takes place one week after the child's birth (i.e. on the eighth day, since the Akan week is made up of eight days). The father names him/her after any person, friend or relative whom he wishes to honor. The child is expected to follow in the footsteps of the image of the person he/she is named for. An Akan child may be named for the day of the week on which he/she was born. Then there are also names that denote a person's position of birth, for example, a third child born on Wednesday may be called Kwaku Mensa (Kwaku meaning Wednesday and Mensa meaning third, if male) or Akua Mansa (Akua meaning Wednesday and Mansa meaning third if female).

In China, the Emperor Fuxi is said to have decreed the use of surnames in 2852 B.C. Chinese customarily have two names. The first is a surname (xing, pronounced "shing") and the second is a given name (ming). The given name may have one or two characters and usually has an underlying significance.

Chinese given names usually have some meaning relating to place of birth, names of relative or friends or desirable qualities of character. For example, Yang Chenbin - Yang is the family name, Chenbin literally means "(born in the time of) final victory", indicating that the child was born in 1949 when the PRC was established. Given names are used only between very close

friends. Nicknames are also very popular - such as Datou (big head) or Xiaohu (little tiger).

Written Chinese has gone through many changes. Ball point pens and fountain pens have replaced the brush as the basic writing instrument, but calligraphy is still admired and practiced as an art in China. The printed form of words is a more stylized script. Because it is so complex, a great effort has been made to simplify the writing system. Written language used in the People's Republic of China is quite different from that used in Hong Kong or Taiwan. Even the direction of printing is different; the older form of placing words in vertical columns from right to left has been changed so that the lines are now read horizontally, left to right. There has been an effort to bring education and literacy to more people in China. Most Chinese have a reading vocabulary of over 3,000 single characters, but virtually no one knows all of the 50,000 single character entries of the Chinese "Webster's", the Kangxi Dictionary.

In China today, there are many different dialects. In some provinces there is a dialect for every region, making communication between regions difficult. Although the need for a national language was apparent in the 13th Century following the establishment of the Mongol Yuan Dynasty, it was only after the establishment of the People's Republic in 1949 that the Chinese dialect spoken in the north was renamed "standard language" (putonghua) and remains the basic unified speech throughout the country. Written Chinese has relatively few foreign words and even now borrows words only rarely.

Reference:

Adjaye, J., African Names: The Case of The Akan of Ghana, 1982.
Chang, R. and M.S. Chang. Speaking of Chinese, 1974.
Wolff, D. An Easy Guide to Everyday Chinese, 1974.

NUMBERS IN CHINESE

CHINESE	PINYIN	MEANING	STROKE ORDER								
一	YI	ONE									
二	ER	TWO									
三	SAN	THREE									
四	SI	FOUR									
五	WU	FIVE									
六	LIU	SIX									
七	QI	SEVEN									
八	BA	EIGHT									
九	JIU	NINE									
十	SHI	TEN									

* See appendix for pronunciation of pinyin

CHINESE MALE NAMES

The Chinese language is different from the English language because it uses characters instead of an alphabet. Similarly, Chinese names are also different from western ones. Unlike western names, Chinese names begin with the surname first, which is followed by a given name which is usually made up of two characters. A typical given name for a male might be Tian Li, which means heavenly strength.

The following tables provide characters commonly used in male given names. The students should pick two characters from the table below based either on meaning or on similarity in sound to the student's name.

CHINESE	PINYIN	MEANING	STROKE ORDER								
大	DA	BIG GREAT									
天	TIAN	HEAVENLY									
才	CAI	TALENT									
力	LI	STRENGTH									
明	MING	BRIGHT BRILLIANCE									
王	WANG	KING									
思	SI	THOUGHT									
文	WEN	TO BE CULTURED									
仁	REN	BENEVOLENCE									

* See Appendix for pronunciation of Pinyin.

HANDOUT 3C

CHINESE FEMALE NAMES

The Chinese language is different from the English language because it uses characters instead of an alphabet. Similarly, Chinese names are also different from western ones. Unlike western names, Chinese names begin with the surname first, which is followed by a given name which is usually made up of two characters. A typical given name for a female might be Mei Hua, which means beautiful flower.

The following tables provide characters commonly used in female given names. The students should pick two characters from the table below based either on meaning or on similarity in sound to the student's name.

CHINESE PINYIN MEANING STROKE ORDER

小	XIAO	SMALL	丿	小	小					
紅	HONG	RED	𠂇	纟	纟	糸	糸	紅	紅	
芳	FANG	FRAGRANT	十	++	艹	艹	芳	芳		
心	XIN	HEART	丨	心	心	心				
月	YUE	MOON	丿	冂	月	月				
美	MEI	BEAUTY	丶	丷	𦍌	𦍌	羊	羊	羊	美
花	HUA	FLOWER	+	++	++	++	艹	花		
玉	YU	JADE	一	二	干	王	玉			
才	CAI	TALENT	一	十	才					
宝	BAO	TREASURE	丶	宀	宀	宀	宀	宇	宝	宝

* See Appendix for pronunciation of pinyin.

LESSON 4
GAMES CHINESE CHILDREN PLAY

INTRODUCTION:

In this activity, students will participate in a variety of games that require a minimum amount of equipment. These games are used as leisure time activities in many parts of the world. The two activities introduced in this lesson may be familiar to students in the U.S. but the materials or "equipment" may be quite different. The materials and rules used in these activities reflect the games as they are played today by students in China.

OBJECTIVES:

Students will:

1. become familiar with the universal games that Chinese students also play
2. develop fine motor skills
3. develop eye-hand coordination
4. integrate math, physical education, social studies and art, through the process involved in mastering the strategies and rules in these games
5. develop critical thinking skills

GRADE LEVEL: K-6 (See adaptations following each lesson)

TIME: One class period

GAMES CHILDREN PLAY

Games and leisure activities have taken on an increased significance in the modern world. Technologically advanced societies have more time to spend in the pursuit of free time activities. Developing nations, concentrating on improving their lives, spend less. However, in all societies, all levels and all ages seek activities that enhance their lives in some way.

In the past, Native Americans refined their hunting skills by throwing flaming arrows through hoops. It was a form of recreation as well as an opportunity to reinforce hand-eye coordination for both adults and children. In Africa, Kalah or Mankalah, a game played with stones dropped into small pits in the ground, allows for mental diversion from the physical labor of daily existence. This game has survived over the centuries and is still played by all ages in different parts of Africa today, although it varies slightly from region to region.

In the U.S., the pursuit of leisure activities has become very popular. Golf and tennis, popular recreation activities, provide physical exercise while reinforcing eye-hand coordination. Sports are extremely popular for both participants and observers. Adults and children look forward to weekend activities as well as after school, evening and other leisure times to enjoy these activities.

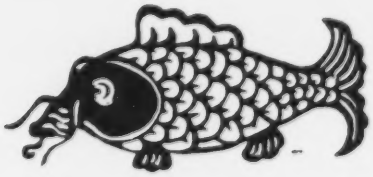
Soccer is an example of a sport that has become popular all over the world. Today, it is played on school playgrounds in many different countries including the U.S., Finland, Sweden, Brazil, the U.S.S.R., Japan, Korea, Iran, Germany, Scotland and China, making it a universal leisure time activity. Other

universal activities, less physical than soccer, exist as well. Jumping rope is one activity that may be found in different forms in different cultures.

In the U.S., the rope may be a length of clothesline, the ends of which are held in each hand, while the rope is turned over the head and under the feet. In Vietnam and China, the rope may be a series of rubberbands, linked together to form a large loop that is placed around the ankles, knees or waists of two people while a third and/or fourth person executes a series of jumps.

Another popular leisure activity that spans centuries and cultures is Jacks. In the U.S., it is played with plastic or metal "Jacks" and a small rubber ball. In Japan, a set of small cloth bags filled with beans or rice are used (Otedama). In Korea, the game is played today using small plastic pieces with letters printed on them, providing not only an opportunity to build fine motor skills but also a chance to practice the letters of the English alphabet. In China, the game is played using small bags of rice, stones, peach pits, or small bones. Simple materials provide the equipment needed for these kinds of games.

Any or all of these games offer two-fold benefits: a) a form of recreation and b) development of skills including eye-hand coordination, spatial awareness, physical prowess, manual dexterity, social cooperation, near-and far-points vision, balance and overall physical fitness.



LESSON 4.1
JACKS (ZHUA ZI)

INTRODUCTION:

In this lesson, students will learn the Chinese version of the game of Jacks. By making their own playing pieces, students will be exposed to some of the creative ways that Chinese children use to make fun and exciting games out of everyday materials.

MATERIALS:

1. Clean peach, prune, or apricot pits or use small fabric bags filled with sand (five to seven for each student)
2. Envelope storage sheet with game rules
3. U.S. jack set
4. Directions for playing Chinese jacks

PROCEDURE:

1. Assemble materials as above.

2. Review American jack rules.

3. Explain history of jacks as described in background material.

4. Model American version of jacks.

5. Model Chinese version of jacks (use one of the objects as the "ball").

6. Distribute materials and allow time for free exploration and practice.

FOLLOW UP:

K-3:

1. Have students graph their skill increase or decrease over a one-week period.

2. Choose another object to use. Which is easier? Why?

4-6:

1. Ask each student to discuss with his/her parents, the games they played when they were young. Demonstrate the game for the class.

2. Think of the games and leisure activities we pursue. What skills would these activities develop if we still lived in a hunting and gathering society?

3. Compile a list of similarities between Chinese and U.S. games.

DIRECTIONS FOR PLAYING CHINESE JACKS:

The game of Chinese jacks is very similar to the game of American jacks except the material the jacks are made of varies and no rubber ball is used in the play. There can be one or more players.

MATERIALS:

Five cleaned fruit stones **OR** five smooth stones **OR** five small fabric bags filled with rice (like tiny bean bags)

PROCEDURE:

1. Toss five jacks onto a smooth playing surface or table. Pick up one of the five jacks.

2. Toss the jack up into the air, pick up one jack from the playing surface and catch tossed jack in the same hand as it comes down. There should be two jacks in your hand. Put one jack aside and repeat the play as noted in step two until there are no jacks left on the playing surface.

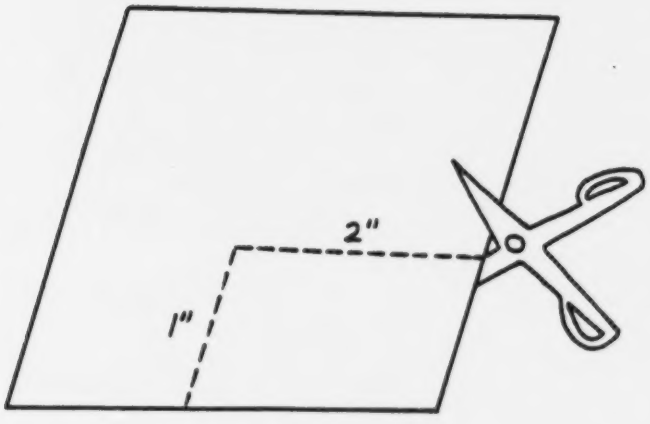
3. Place four jacks on the playing surface. Toss another jack into the air, pick up two jacks from the playing surface and catch the tossed jack as it comes down. There should be three jacks in your hand and two jacks left on the playing surface. Put two jacks aside and repeat the procedure with the two jacks remaining on the playing surface.

4. Place four jacks on the playing surface. Toss another jack into the air, pick up three jacks from the playing surface and catch the tossed jack as it comes down. There should be four jacks in your hand and one jack remaining on the playing surface. Put three jacks aside and repeat the procedure with the one jack remaining on the playing surface.

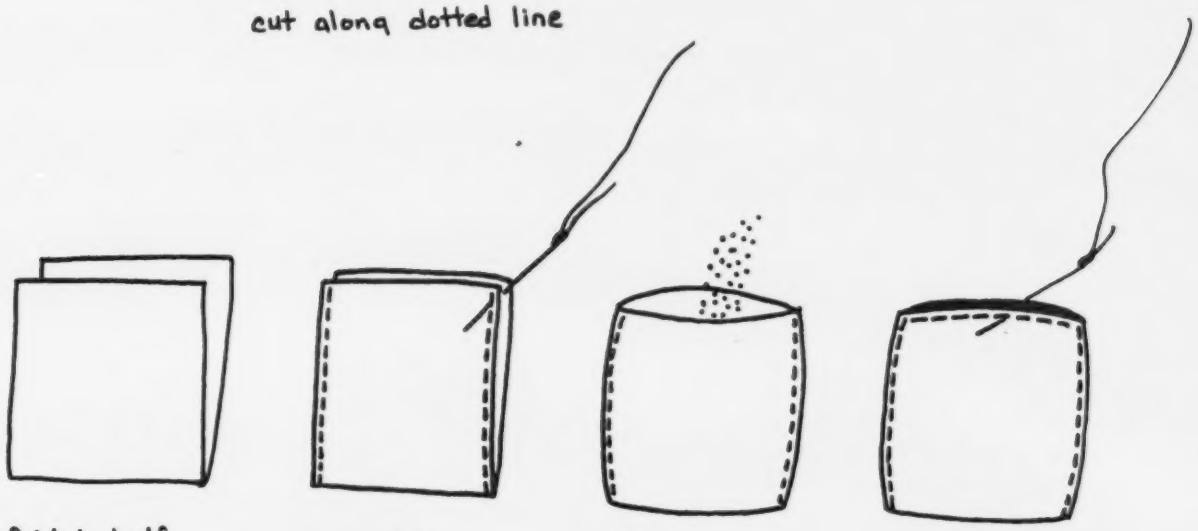
5. Place four jacks on the playing surface. Toss another jack into the air, picking up four jacks from the playing surface and catching the tossed one as it comes down. There should be five jacks in your hand.

6. At this point in the game, numerical values may be assigned to the jacks and players may continue to play, competing for points. Toss all five jacks into the air and try to catch all of them on the back of your hand. Toss the jacks that are caught on the back of the hands into the air and catch them in the palm of the hand. Add the jacks in the hand to determine the score. The highest score wins the game.

MAKING A CHINESE RICE SACK



cut along dotted line



fold in half to make 1" square

sew along dotted line

add rice to sack

close opening of rice sack

LESSON 4.2
JUMP ROPE (TIAO PIJIN)

INTRODCUTION:

This lesson provides students with an alternatative version of jumprope that is played by children in China and other countries around the world. In this activity students will learn how to make a jumprope by tying rubber bands together.

MATERIALS:

1. Lengths of rope (standard school rope)
2. Boxes of rubber bands
3. Chinese jump rope chant with translation and pronunciation or U.S. jump rope chants
4. Directions for playing rubber band jump rope

PROCEDURE:

1. Hold up a jump rope and ask: "What is this made from? How is it used? What other things can you say about it?" List responses on board.

2. Take rubber bands and link them together to form a loop about 6 feet long. Use the same questioning technique & list responses on board.

3. Explain that both the rope and the rubber band loop are used as recreation/exercise in many parts of the world.

4. Graph the number of students who have used a length of "rope" to jump and the number who have used the rubber band loop to jump. Compare the figures. Would the responses be the same in China? In Vietnam? In Nigeria? (In developing countries, the rubber band loop is often used because it is less expensive, although it can work just as well.)

5. Elicit chants or rhymes used in jump rope from students. Do the words mean anything? Is the rhythm important?

6. Elicit rules: 1 person, 1 rope (no set rules)
A longer rope turned by 2 persons with one or more participants jumping (list rules).

7. Demonstrate how to make a Chinese jump rope.

8. Model/explain how Chinese jump rope is played.

9. Divide the class into groups of 4 or 6 and provide enough bands for each group to make a jump rope.

10. Provide free time for practice. Begin with the rope at the

ankle, moving up to knee and waist. Which is the easier? Why?

11. Teach "Chinese" chant and discuss the meaning of the words and the rhythm; follow up questions with research, discussion, etc., depending upon age of students.

FOLLOW UP

K-3:

1. Have students invent another activity that requires jumping using a different material. Teach it to someone else, explaining the rules.

4-6:

1. Encourage students to invent a chant that reinforces a math skill or English grammar rule (i.e. "I" before "E" except after "C").

All grades:

1. A good analogy might be the Filipino dance - Tinikling - performed with 2 bamboo poles eight to ten feet in length. This requires three people - two hold the ends of the poles. They slap them on the ground and then together in a rhythmic pattern. The third person performs a hopping movement between and outside the poles.

DIRECTIONS FOR PLAYING RUBBER BAND JUMP ROPE

There are many different ways to play this game. Some suggestions are listed below. Number of players: three or more.

MATERIALS: Rubber bands. It takes about 100 large rubber bands to make a jump rope 8 feet long. Loop one rubber band around the other, linking them together to make a rope 8 feet long (see diagram).

PROCEDURE:

LEVEL 1:
Two players hold the ends of the rope. They should be about eight feet apart and should hold the rope at ankle height. The other player or players take turns jumping over the rope. When a player succeeds in jumping the rope at ankle height, the rope is raised to knee height, hip height, waist height and finally to shoulder height. Players should take turns holding the rope.

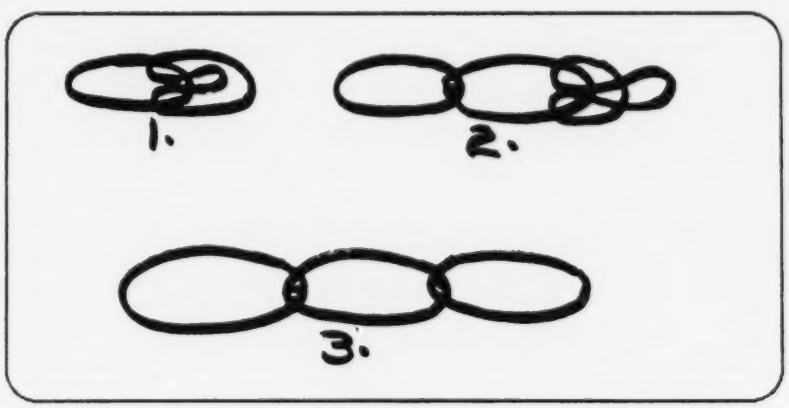
LEVEL 2:
Two players again hold the ends of the rope. The player who is

jumping winds the rope around his/her ankle, taps his/her foot five times on each side of the rope before removing his/her ankle from the rope. Other players follow the same routine. The rope is then raised to knee height, hip height, waist height and finally shoulder height. It is permissible for a player to lower the rope with his/her hands in order to wind the rope around the ankle.

LEVEL 3:
Two players hold the rope so that a large loop is formed. (One player holds both loose ends while the other player grasps a section of the rope). The player who is jumping stands inside the loop and jumps up in the air, landing with both feet outside the loop. He/She then jumps back so that both feet land inside the loop. Other players follow his/her pattern. Each player may select the height of the rope for his/her jumps.

The following illustrations show how to link rubber bands to make a jumprope.

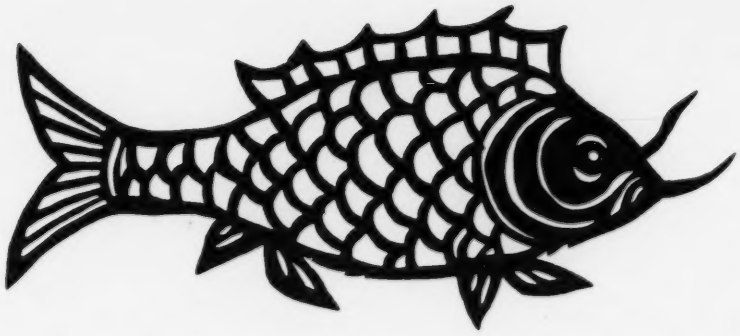
Figure 1 - Link two bands together.
Figure 2 - Tighten the link.
Figure 3 - Linking three or more rubber bands to make a jumprope.



HOW TO LINK UP RUBBER BANDS

CHINESE JUMP ROPE CHANT

Yi	Er	San	Si	Wu	Tiao!
One	Two	Three	Four	Five	Jump!
Liu	Qi	Ba	Jiu	Shi	Tiao!
Six	Seven	Eight	Nine	Ten	Jump!
Shei	Neng	Tiao	Zui	Gao?	
Who	Can	Jump	the	highest?	
Lai!	Tiao!	Tiao!	Tiao!	Tiao!	
Come	On	Jump!	Jump!	Jump!	



LESSON 5
THREE CHINESE INVENTIONS

INTRODUCTION:

This activity gives students insights into some basic scientific inventions and their origins. China has contributed many scientific inventions to the world. Throughout history, China and the West were relatively isolated. As a result, many Chinese inventions were not known in the West until centuries later. The purpose of this unit is to help children understand that not only Western countries contribute to international creativity or scientific research.

OBJECTIVES:

Students will:

1. recognize that China independently developed many scientific inventions
2. be able to list three scientific contributions from China
3. make a replica of a least one Chinese invention
4. recognize that Chinese scientists continue to create useful inventions and contribute to research today

GRADE LEVEL: K-6

TIME: 1-4 lessons

PROCEDURE:

1. Choose at least one of the three inventions: the compass, paper, and printing.

2. Read the related biography, and conduct the activity with an appropriate follow up activity for reinforcement. The Chinese also invented gunpowder, ceramics, silk, currency, and medical techniques.

3. At the end of the lesson, ask the children if they know that Chinese rockets have been used to launch U.S. satellites. Some of Chinese space technology is very advanced. They have developed their own reliable communications satellites. Chinese and Chinese-Americans have won many scientific awards.

LESSON 5.1
COMPASS

INTRODUCTION:

This lesson is designed to introduce students to the origin of the magnetic compass and the many uses it has in today's world. After learning about the history of the compass, students will construct a compass and learn how to use it.

MATERIALS (per pair of students):

1. Margarine tubs
2. Bar magnet
3. Wash tub, full of water
4. Modern compass

PROCEDURE:

1. Read the Shen Guo Biography.

2. Make a floating fish "south pointer": Fill the tub with water. Attach the bar magnet to the inner bottom of the margarine tub with a piece of tape. Float the margarine tub in the water. It should spin until it adjusts to a north-south direction.

3. Look at a modern compass.

4. Discuss:

   a. Do both compasses point the same way? (yes)
   b. Is a "south-pointer" different from a "north pointer"? (labels only) Why or why not?
   c. Who uses compasses? (navigators on planes, ships, people on expeditions, etc.)
   d. Why did ancient sailors need them? (no landmarks)

FOLLOW UP:

K-3:

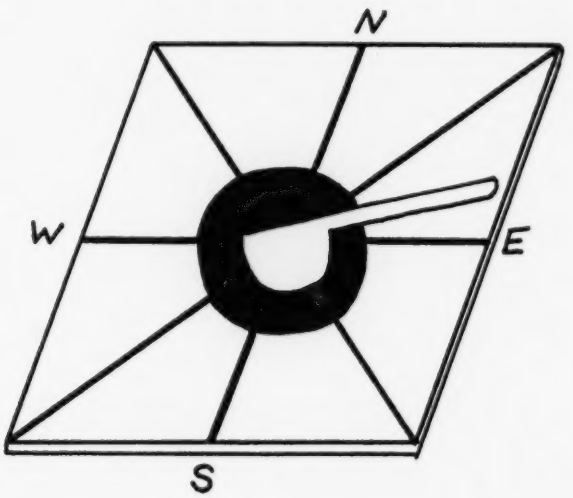
1. Hide some "treasures" in the room or play area. Give a compass to each team of children. Tell them (or let them read directions) to go six steps north, two steps east, and so on until they find their "treasure."

4-6:

1. Make a list of careers which require navigation. Research what kinds of navigation are used by ships. (satellite, computer and sextant observations, sextant and hand

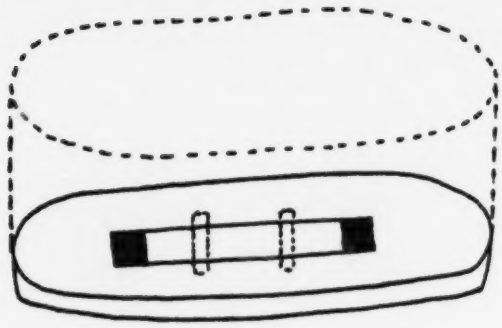
calculations as back up).

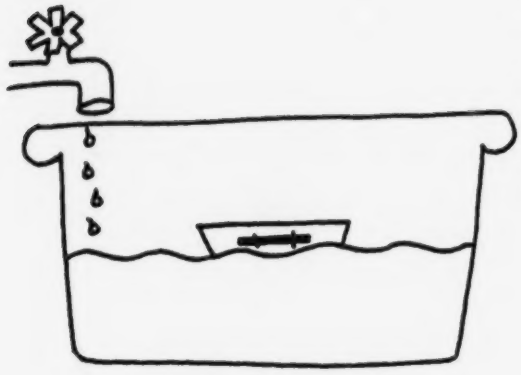
2. Design and color a compass rose with at least 8 points of direction labeled (N, NE, E, SE, S, SW, W, NW.)



A HAN COMPASS

MAKING A SOUTH POINTER





1. Attach a bar magnet to the inner bottom of the margarine tub with a tape.

2. Float the margarine tub in water. It should spin until it adjusts to a north-south direction. Confirm with a compass.

BEST COPY AVAILABLE

SHEN GUO AND THE INVENTION OF THE COMPASS

Shen Guo was born in China in 1031 A.D. As a boy he was able to go with his father on his travels as a government official. Young Shen learned a lot and studied hard. He passed the highest imperial examinations and went to the capital of Kaifeng to work as an editor. He did a lot of research on astronomy and calendars. He learned so fast that soon he got a promotion. He was assigned to the imperial observatory. He was told to make a new calendar which would be very accurate. He studied the movements of the sun and moon. He figured out a calendar with twelve months almost exactly like the one we used now. It was based on the movements of the sun. It was more accurate than the lunar calendar. Most of the court officials were used to having a lunar calendar, so they would not adopt Mr. Shen's new system. Mr. Shen was very upset. He quit doing astronomical research in frustration.

Ancient records show that China discovered and used magnetism over two thousand years ago. Through trial and error, Chinese discovered that lodestone would only attract iron during the Han dynasty (206 B.C. - 220 A.D.). Primitive compasses, known as "south-pointers" were invented by scientists of the Song Dynasty (960-1279 A.D.) several hundred years before William Gilbert "discovered" magnetic compasses in the 17th century in England.

Shen Guo knew about magnetism in natural lodestones. He had seen lodestone "south-pointers" put on copper or lacquered wood plates to indicate direction. These "needles in the plate" were the earliest compass in the world. Shen Guo also knew that if iron pointers were rubbed with magnetic stones, they would become magnetized too. Chinese had carved magnetic iron fish to float in bowls. Shen Guo also knew that these simple compasses were

not always convenient.

He remembered his father's travels. He knew how much the officials who governed the huge kingdom needed reliable maps so they would not get lost. They needed maps to figure out which areas should be controlled by whom, and who should pay taxes on which land. To have accurate mapping, a reliable way of establishing direction was needed.

Shen Guo thought and thought. How could one use the lodestone or compass needle to get reliable readings? Mr. Shen began experimenting. In his first trial, he floated the needle on water. He wrote descriptions of this experiment which still can be read. The needle was unsteady when the water rocked, so the readings were not always reliable. Next, Shen Guo tried to adjust for this. He balanced the needle on his fingernail and then on the rim of the water bowl. Even though the needle turned more easily, it also often fell off these supports. In his next experiment, Shen Guo tied the needle to a silk thread. He let it hang and swing. He wrote, "It is best to suspend the needle by a single cocoon fiber of new silk attached to the center of the needle by a piece of wax the size of a mustard seed; then, hanging in a windless place, it will always point to the south." This is one of the earliest controlled experiments in science that was carefully recorded.

Shen Guo did not stop there. He also figured out that the needle is not on a due north-south line. It pointed slightly east of south. He taught Chinese navigators and map makers to allow for this. This was a remarkable observation for his time. Europe did not understand and use this phenomenon until Columbus' time nearly four hundred years later!

Shen Guo many discoveries in geological science made him one of China's most important ancient scientists!

LESSON 5.2
PAPER

INTRODUCTION:

In this lesson students will learn about the Chinese invention of paper and the important role that paper plays in today's society. This awareness of the paper's importance is brought home when students try to avoid using paper for an entire morning.

MATERIALS:

1. Clay
2. Rolling pins
3. Toothpicks

PROCEDURE:

1. Read the Cai Lun biography.

2. Make a class list of all the things in the room made out of paper.

3. Go for an entire morning without using paper. Discuss the problem this causes.

   a. How do you take roll, send the lunch count, etc.? Without books, how do you pass on knowledge? What other methods can we use to write? Can you carry the chalkboard to the next classroom with a message?
   b. Think of an alternative for hall passes.
   c. How do you practice math or spelling drill?
   d. How do you turn in individual work, etc.

FOLLOW UP:

K-3:

1. Roll out clay into "tablets". Write on them with toothpicks. How would you write a book or carry a long message?

2. Collect samples of paper packaging (cardboard counts.) What would happen to food without paper wrappers and containers? How do people who live in areas without paper bags manage to transport "groceries" to their home?

4-6:

1. See activity #2 (K-3)

2. Design packaging for breakfast cereal which does not involve paper. How does this effect the cost, weight, and freshness of the product.

3. Collect many weights and grades of paper. Compare them for surface texture, weight, cost, opaqueness, etc. Why don't you use writing paper to wipe up spills? Why don't you wrap a present with tissue paper?

4. Research the cost of paper at your school. How much do you use per year? What does it cost? What's the difference in cost between newsprint and filler paper per ream? Per case? Per school year order?

5. Does the cost of paper effect how information is disseminated?

CAI LUN AND THE INVENTION OF PAPER

China is a very large country. The Emperor needed to keep records to run China. Over 4000 years ago the Chinese were writing things down. At first they wrote on bones, shell and clay tablets. Later they cast bronze with writing on it. Still later, words were written onto bamboo strips. The strips were tied together in groups. These long strips were heavy. During the Han dynasty a man named Dongfeng Shiro wrote a letter to Emperor Wu. He used 3,000 bamboo slips. It took two strong soldiers to carry the letter!

The Chinese also painted words on silk scrolls. Silk was expensive and time-consuming to make. It was impossible to make enough. As there was an explosion of knowledge, the need for materials to make books grew greatly. An official named Cai Lun solved the problem.

Cai Lun was a low ranking official in Emperor Ming's court in 76 A.D. When the Emperor was enthroned, Cai Lun was promoted. He was put in charge of edicts and documents. He needed an efficient way to write things down.

He had watched people gather discarded silk fibers and spread them in a thin paste onto mats to lie in the sun to make silk paper. This took a lot of time. It was very expensive.

Possibly at this time, paper made from plant fibers existed, but had not been introduced to the general public. He found ways to use tree bark, hemp, and even discarded fish nets for basic materials. He boiled broken up bits of these cheap ingredients. These became a paste which was then spread in a thin layer on a

screen. The water drained away. The paste dried. What was left on the screen was a layer of paper. It was thin, easy to carry, and inexpensive.

In 105 A.D. Cai Lin told the Emperor about his discovery and all of China began to use his technique. He was named a count and his product was called "Count Cai" paper.

This papermaking method spread throughout China. By the 6th century, people in Japan, Iraq, Syria, Egypt and Morocco were making paper this way. From Damascus, the technique spread to Europe. The Arabs spread the technique to Africa. By 1150, Spain built a paper mill.

Whenever we think of paper and all the knowledge and ideas it lets us share, we can think of Cai Lun's efforts.

LESSON 5.3
PRINTING

INTRODUCTION:

This lesson is designed to introduce the students to the origin of printed material and the impact that printing has had on different societies. Students will make their own stamps and experiment with different printing processes.

MATERIALS:

1. Styrofoam or potatoes, or other media suitable for carving
2. Ink or tempera
3. Stamps (i.e. date stamper)
4. Ink pads

PROCEDURE:

1. Read the Bi Sheng biography.

2. Carve an initial (reversed) or other design on styrofoam or potato.

3. Make a print.

4. Borrow the date stamp from the school librarian and demonstrate moveable type.

5. Discuss the impact of moveable type (i.e. rapid dispersal of information).

FOLLOW UP:

K-3:
1. Collect a set of rubber (or other) stamps. Get a moveable type toy set if possible. Have each child make (10 or 20) copies of the same writing. Ask student to check it for uniformity and time his work. Then have the student stamp the same number of messages. Was it faster? Was it an exact copy?

4-6:
1. Make an initial or monogram stamp on styrofoam or potato. Print it frontwards.

2. Research modern printing presses. Visit a newspaper's composition room. Watch the computerized machines do all of the typesetting.

3. Write an essay on how rapid print reproduction techniques change the ways information and ideas are shared in a society.

BI SHENG'S INVENTION OF MOVEABLE TYPE PRINTING

No one today knows exactly when Bi Sheng was born or when he died. We do know he did much of his work with printing during the Qingli reign (1041-1049 A.D.) of the Song dynasty (960-1279 A.D.).

The history of printing in China stretches over thousands of years. First people carved on bones, stones, or shells. People often made reverse stone carvings of their names onto a "chop." They printed their names with red ink on things that belonged to them. Engravings were made on bronze vessels. During the Han dynasty texts were carved into stone slabs. People reproduced the texts by making rubbings. During the Tang Dynasty people used the combination of "chop" printing and stele engraving. They invented woodblock printing. During the Song Dynasty, woodblocks of pear and date wood were used to carve words, pictures, and diagrams. Each woodblock could be used to make a hundred or more copies.

Bi Sheng saw problems with woodblock prints. He thought this method might be made better. For example, it might take two years to carve a book. Once carved, the large wooden blocks had to be stored. If one word were incorrect, the error had to stay or the whole page had to be carved again. There was no way to edit or rearrange material. There had to be a better way!

Bi Sheng began his research. He was determined to solve these problems. After many experiments, he created a moveable type!

He learned to make thin clay tiles. He carved the reverse of an individual character on each tile. He made lots of

duplicate tiles for commonly used characters. When it was time to print a page, Bi Sheng put a mixture of pine pitch, bee's wax, and paper ash into a metal tray. He arranged his tiles in the pan. He heated it. Before the mixture could cool and harden, Bi Sheng put a flat board over the type and made them even. Prints could then be made quickly. Sheng needed to change a word or take something out, he simply reheated the tray, rearranged the type, and started out again.

Other inventors refined Bi Sheng's techniques. Europe, probably through independent discovery, had moveable type by the thirteenth century. Moveable type helped spread science, technology and ideas.

UNIT 6
LET'S COOK CHINESE FOOD

INTRODUCTION:

This activity encourages children to think about the food they eat and to recognize the regional/national character of cuisine. In China, while the art of cooking is a part of the Chinese cultural heritage, food and its preparation is also an important part of daily life.

OBJECTIVES:

Students will:

1. work cooperatively to cook a simple Chinese meal
2. weigh a quantity using a balance scale
3. compare their diet to that of another country
4. trace the origins of popular U.S. foods

TIME: Four periods

GRADE LEVEL: 4-6

LESSON 6.1
MAKING A BALANCE

INTRODUCTION:

Chinese still use traditional balance scales to weigh food products. The Chinese scale can measure over a fairly wide range of weights by calibrating the fulcrum, and allowing a weight to slide along the length of the dowel. The scale described below, however, is a simplified model that can measure in half ounce increments. To weigh heavier objects a heavier sliding weight may be used, as well as a longer dowel.

MATERIALS:

1. Pencil or chopstick
2. String
3. A margarine tub lid, or a paper cup
4. A weight, approximately one half ounce (five pennies taped together)
5. Objects to be weighed

PROCEDURE:

1. Punch three holes in the margarine lid or paper cup. Attach strings to it, so as to form a platform (see illustration). Tape these strings to the dowel.

2. Tape a loop of string to the pencil at approximately the one third mark. This is the fulcrum.

3. To make a sliding weight, tape a stack of five pennies together and attach a loop of string to it. Slide the loop of string on to the pencil.

4. Slide the weight to a point on the pencil where the margarine lid and the weight balance freely. Mark this point on the pencil. It is zero.

5. Next place one ounce (ten pennies) on the lid and mark on the pencil the point at which the lid and the weight balance. This is one ounce. Add another ounce and mark it off.

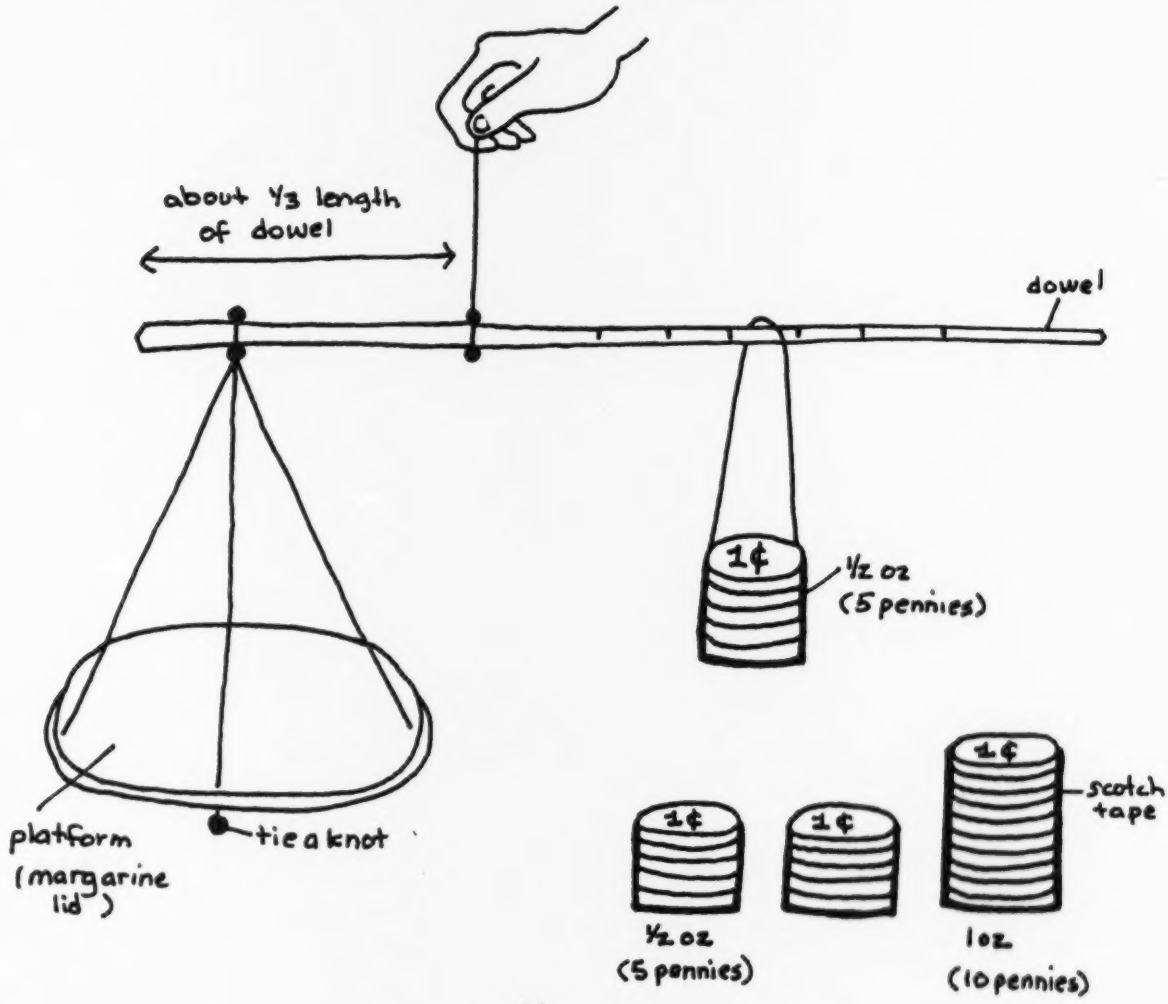
6. After marking off the pencil students may begin weighing things around the classroom. Place the object to be weighed on the lid and slide the weight to where the dowel is horizontal. Look at the markings on the dowel and estimate how much the object weighs. Ask them how much their erasers weigh? Can they figure out how much two pencils weigh?

FOLLOW-UP:

1. Ask: "What kind of scales do we use?" (digital readout at the checkout stand, scales to weigh ourselves, scales in the produce section, scales on the highway for trucks, etc.) Tell Students that the balance scale is the most commonly used type of scale in China.

2. Ask: "What are the advantages/disadvantages to using the Chinese style balance? (Advantages: They are handy and easy to transport; they are inexpensive and very durable. Disadvatages: They are not as accurate as some other scales.) Why is precision (digital time, weighing, packaging, etc.) so important in a modern society?"

MAKING A FIXED WEIGHT BALANCE



LESSON 6.2
COOKING A CHINESE MEAL

INTRODUCTION:

In China, in addition to being a daily necessity, preparing food is also considered an art form that is judged by both appearance and flavor. In this activity, students will learn how to cook a basic Chinese meal of rice and stir-fried vegetables.

RICE

MATERIALS:

Two cups of rice, raw (not pre-cooked or converted)

PROCEDURE:

1. With your students' assistance, put rice in a large bowl. Rinse and wash under cold water. Use hands to stir up water. Water will be cloudy; drain and re-fill. Repeat several times until water is fairly clear. Drain all water.

2. Put rice in a large saucepan. Add enough water to fill the pan to one inch above the top of the rice. Cover saucepan.

3. Bring to a boil over medium heat. Turn heat down and cook until most water has evaporated; Let rice stand for another 5 minutes. Entire cooking time is approximately 20 minutes.

STIR-FRIED VEGETABLES

MATERIALS:

1. 1/2 kg. [about 1 lb.] Chinese Cabbage (or broccoli)
2. 125 gm. [about 1/4 lb.] sliced mushrooms
3. 2 carrots
4. 1/2 can bamboo shoots (optional)
5. 1/2 packet firm tofu (optional)
6. 4 Tbs. oil
7. 2 Tbs. soy sauce
8. 1 Tbs. cornstarch
9. 1/4 Tbs. salt
10. 1/2 can chicken broth

PROCEDURE:

1. Wash and cut up vegetables. Cut cabbage/broccoli diagonally into strips. Cut carrots and mushrooms into thin slices. Cut tofu into 1/2 inch squares.

2. Prepare the gravy by dissolving 1 Tbs. cornstarch into 1/2 can of chicken broth; add 2 Tbs. soy sauce.

3. Add oil, at high heat, heat pan, and stir-fry the cabbage/broccoli and carrots first for a few minutes. Stir constantly.

4. Add gravy and remaining ingredients, cover and cook at medium heat for five more minutes.

5. Stir again, try the vegetables and add salt to taste.

6. Serve the rice with the vegetables. If desired, thinly sliced ham or other luncheon meat may be added as a garnish on top.

FOLLOW-UP

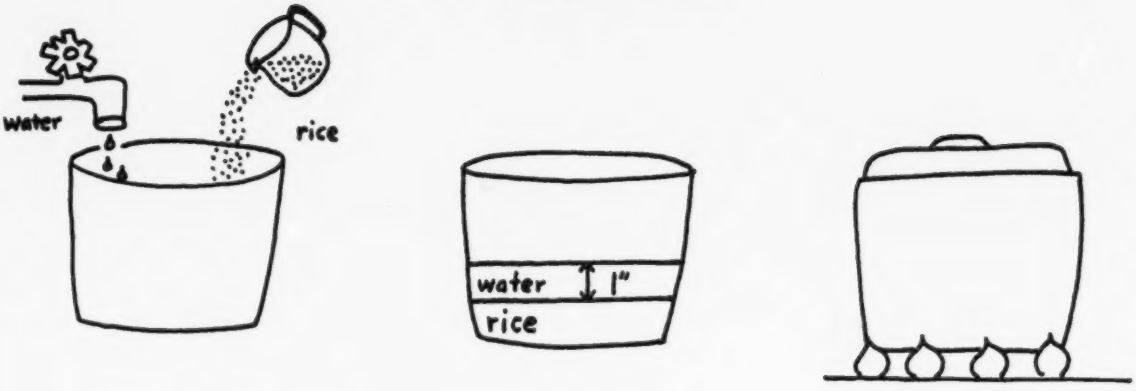
1. Ask: "How does this compare to lunch in the U.S.? Are all the food groups represented? (Dairy, vegetable, meat, and grain) Have you eaten Chinese food before?"

2. Ask: "What other ingredients that you like might be cooked in this fashion? What are other ways that you have eaten rice? (Mexican rice, pilaf, rice pudding, rice cereals) Is it cooked the same way as the Chinese method?"

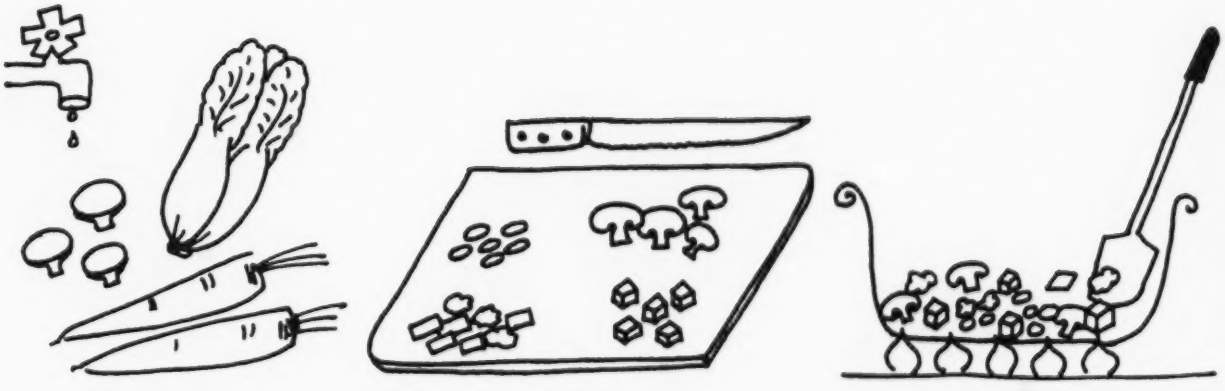
EXTENDED ACTIVITIES

1. Several foods which we eat came from Asia originally. Investigate their origins. For example, noodles, raviolis, ice cream, oranges, cherries, etc. Some foods which were first eaten in the West are now favored in China, such as baked bread, beer, some dairy products, and coffee. Ask students to trace the origins of their favorite foods.

COOKING RICE



STIR-FRYING VEGETABLES



LESSON 7
LEARNING WITH CHINESE MONEY

INTRODUCTION:

Every country has its own form of currency. This lesson is designed to introduce students to Chinese currency. Students will examine Chinese bills in detail, learning about the symbols on them and what they mean. Students will also practice some mathematical problems involving Chinese and U.S. currencies. Finally, students will compare the cost of living in China and in the U.S.

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LESSON 7.1
THE MEANING OF MONEY

INTRODUCTION:

In this lesson students will become acquainted with Chinese currency and the societal values that the symbols on their bills represent. By comparing Chinese currency to U.S. currency, students will also learn about important U.S. values.

OBJECTIVES:

Students will:

1. learn to recognize another country's currency
2. learn about the symbols and their meanings from China's currency
3. learn important U.S. values as they are upheld by our national currency

Level: Elementary, 3-6

Time: One class period

MATERIALS:

1. Chinese Currency (Teacher Sheet)
2. Chinese Currency (Handout 7A)
3. U.S. Money (for comparison)

PROCEDURES:

1. Hand out copies of Chinese currency and have students cut them out and tape them together back to back. Next tell the students the difference between a jiao and a yuan. A yuan is a Chinese dollar, and a jiao is a Chinese dime. There are ten jiao in a yuan.

2. Next look at the different bills and ask if anyone knows what the symbol is in the upper right hand corner on the back side of each note? Does this symbol appear on any of the other Chinese currency? Tell them that this is China's National symbol, one big star and four smaller stars above the Gate of Heavenly Peace in Beijing.

Look at both sides of the bill. How many languages are on a note? Including Chinese there are five languages (Chinese, Mongolian, Tibetan, Uighur, and Zhuang). Explain to students that these different languages are spoken throughout different parts of China. Ask them if they can find any words written with our alphabet?
Tell them that these words are written in Pinyin, a system of

3. Look at the one jiao note. What picture does it have on it? Compare this to the two jiao note, the five jiao note, the one yuan, two yuan, five yuan and ten yuan notes. What does the fact that each note has a picture of workers or construction tell you about what is important to the society? (Since the founding of the People's Republic of China in 1949, one of the country's most important goals has been the modernization of society.) Do the pictures look recent or old? (recent, since 1949)

Illustrations on "Jiao" Notes:

One Jiao: Farmers (front)

Two Jiao: A bridge across the Yangtze River (front)

Illustrations on "Yuan" Notes:

One Yuan: A woman driving a tractor (front)
A shepherd tending sheep (back)

Two Yuan: A machine worker (front)
An oilfield (back)

Five Yuan: A steel factory worker (front)
Open pit coal mining (back)

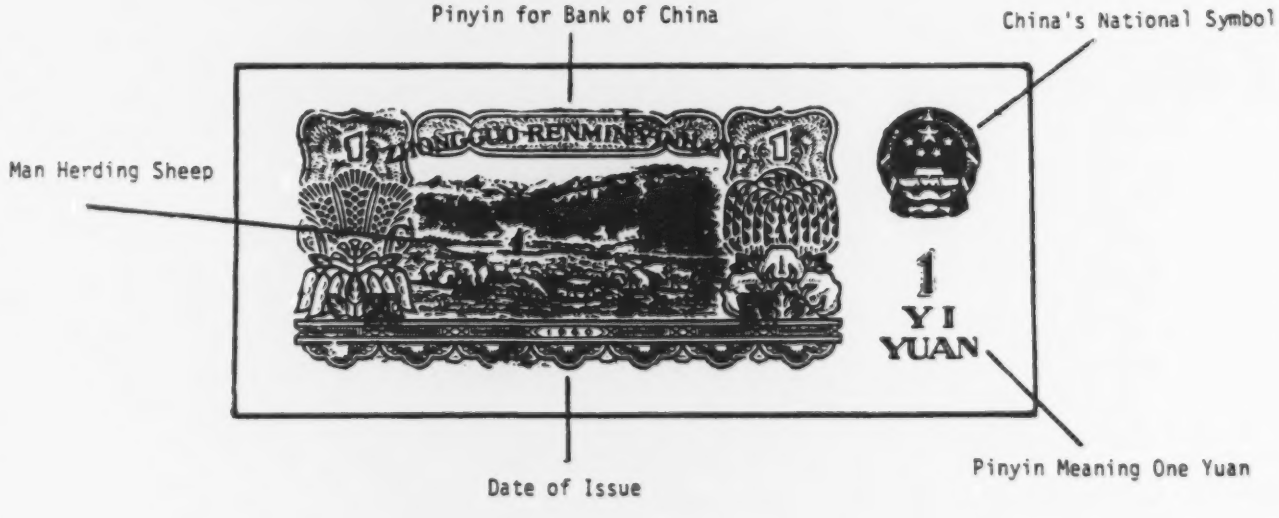
Ten Yuan: Workers, Peasants, and Soldiers (front)
The Gate of Heavenly Peace in Beijing (back)

4. How does Chinese money compare with U.S. money? Why do you think that U.S. money looks the way it does? What do the symbols on a U.S. dollar mean?

5. Have students bring in any foreign currency they might have from their own home. Look at the symbols on it and try to ascertain what societal values are reflected on each of the bills.

TEACHER SHEET

CHINESE CURRENCY



CHINESE CURRENCY

ONE JIAO

TWO JIAO

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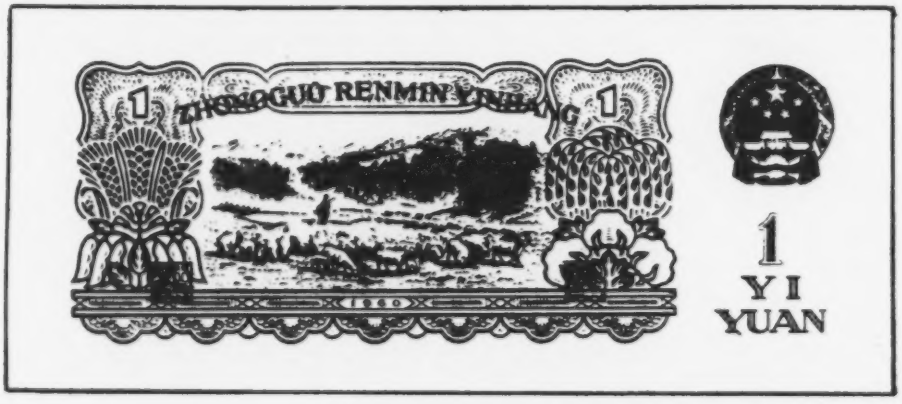
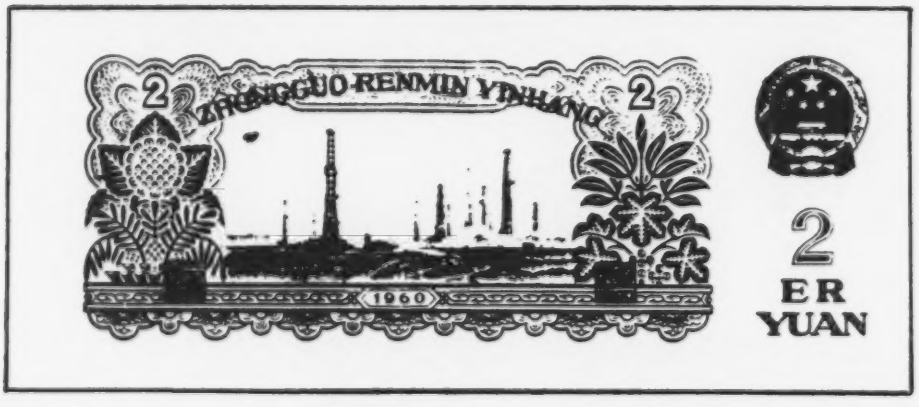
ONE YUAN



TWO YUAN



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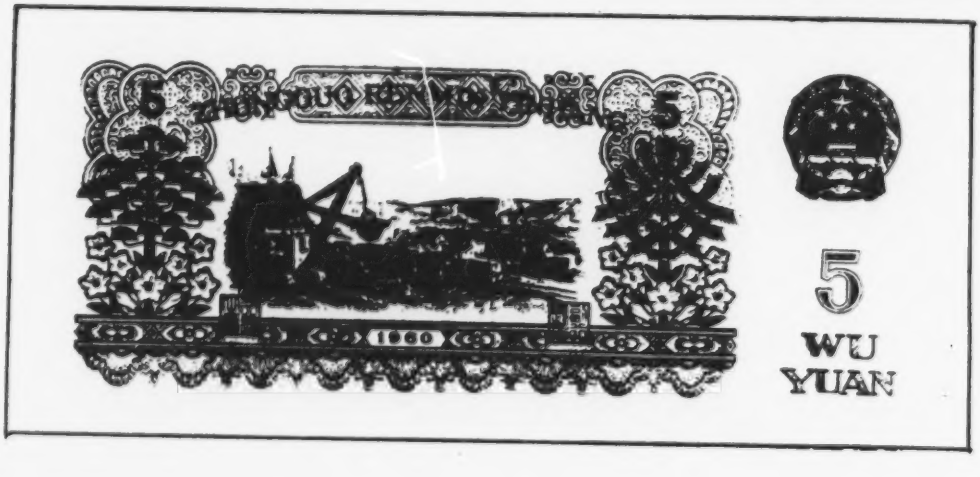
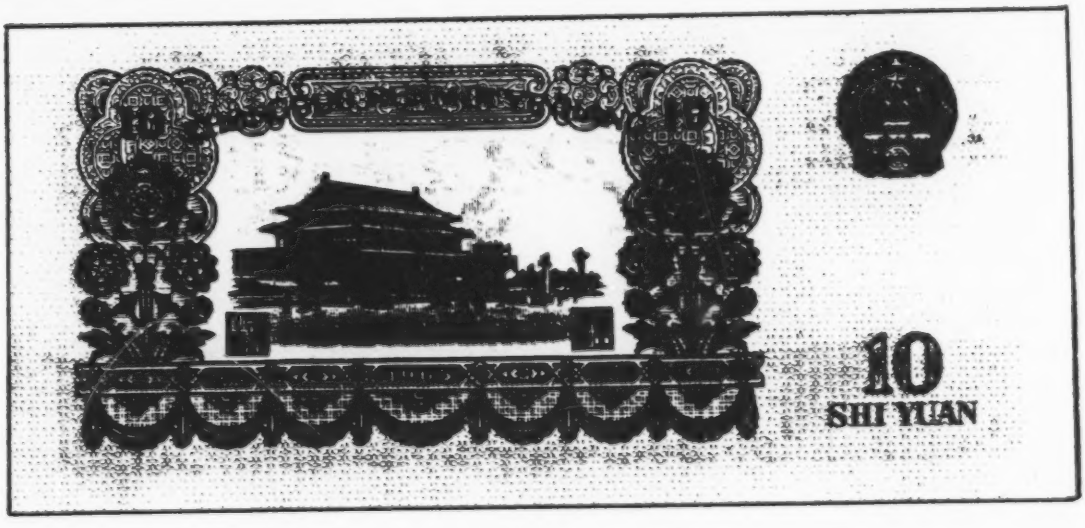
FIVE YUAN



TEN YUAN



LESSON 7.2
COMPARING COSTS OF LIVING

INTRODUCTION:

This lesson is designed to introduce students to the idea of comparative cost of living as they compare the prices of certain items in China with those in the U.S.

OBJECTIVES:

Students will:

1. identify and manipulate Chinese money
2. use various methods to estimate cost of items in familiar terms
3. compare the cost of living of an urban Chinese family with that of an American equivalent

LEVEL: Elementary, 3-6

TIME: Several class periods

MATERIALS:

1. Chinese money (Handout 7A)
2. Catalog of items (Handout 7B)
3. Chinese Price Table (Handout 7C)
4. Standard of Living Table (Handout 7D)

PROCEDURES:

1. Take a moment to review the Chinese currency system by using the money ditto (Handout 7A) to manipulate and identify the money (See Lesson 7.1).

2. Take the pictorial representations (Handout 7B). Choose an item, for example ice cream. Tell them how much it costs in China. Looking at the Chinese Prices Table (Handout 7C) for items above, ask students what combination of Chinese money could be used for this item. For example, a dozen eggs costs two yuan. It could be paid for with: a two yuan bill; one yuan and one yuan; one yuan and five two jiao notes; etc. Repeat this activity with other items.

For older students:

3. Complete cost matrix (Handout 7C). In 1988, one U.S. dollar is equal to about four Chinese yuan. Fill in column one with the price of items in China in terms of U.S. dollars by dividing the cost in Chinese yuan by four. Fill in column three as a class the

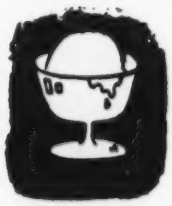
approximate price of items in the U.S. in terms of U.S. dollars.

4. Tell students that a teacher in the U.S. and in China earn US$12 and US$0.25 an hour respectively. Ask students to complete column two by dividing the prices in column one by $0.25 and to complete column four by dividing prices in column three by $12. This would give the number of hours (may be a fraction) a teacher has to work in the U.S. and in China to buy a certain item.

5. Ask students which teacher has to work longer to pay rent, to buy a TV? Which of these items is relatively inexpensive (require fewer hours of work) in China? In the United States?

CATALOGUE OF ITEMS

ice cream
冰淇淋 bīng qí lín



bread
面包 miàn bāo

milk
牛奶 niú nǎi

fish
鱼 yú

chicken
鸡肉 jī ròu

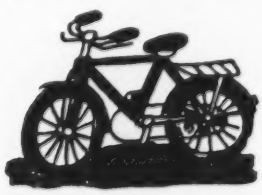
pork
猪肉 zhū ròu

toothpaste
牙膏 yá gāo

shirt
衬衫 chèn shān

shoe
鞋 xié

bicycle
自行车 zì xíng chē



refrigerator
冰箱 bīng xiāng

television
电视机 diàn shì jī

CHINESE PRICE TABLE

ITEM	QUANTITY	COST IN YUAN
ICE CREAM	1 popsicle	0.2 yuan
BREAD	0.5 kilogram	2 yuan
EGGS	1 dozen	2 yuan
RICE	1 kilogram	1 yuan
MILK	250 milliliter	0.2 yuan
FISH	1 kilogram	3 yuan
CHICKEN	1 kilogram	10 yuan
PORK	1 kilogram	3 yuan
TOOTH PASTE	1 tube	1 yuan
TEE SHIRT	1 shirt	2 yuan
SHOES	1 pair	12 yuan
BICYCLE	1 bike	180 yuan
REFRIGERATOR	1 unit	900 yuan
BLACK & WHITE TV	1 set	420 yuan
RENT (4 ROOM)	1 month	10 yuan

NOTE: 1 kilogram = 2.2 pounds
250 milliliter = 7.5 fluid ounces
In 1988, one U.S. dollar is approximately four yuan

STANDARD OF LIVING TABLE

ONE **TWO**

NAME OF ITEM	CHINA COST (IN $ U.S.)	HOURS OF WORK (÷ U.S. $0.25)
CHICKEN		
RENT		
SHOES		
BICYCLE		
TELEVISION		
50. CC MOPED		
TEE SHIRT		
TOOTH PASTE		
ICE CREAM		

THREE **FOUR**

NAME OF ITEM	U.S. COST (IN $ U.S.)	HOURS OF WORK (÷ U.S. $ 12)
CHICKEN		
RENT		
SHOES		
BICYCLE		
TELEVISION		
50. CC MOPED		
TEE SHIRT		
TOOTH PASTE		
ICE CREAM		

U.S. teacher: $12 per hour Chinese teacher: $0.25 per hour

LESSON 8
STORIES FROM CHINESE PROVERBS

INTRODUCTION:

This activity introduces students to the idea of a proverb, and to some uniquely Chinese sayings. Proverbs tell us something about the culture of a country, about its traditions, and about the ideas, superstitions, values and fears of that country's people. In China, there are many proverbs made up of four Chinese characters. These proverbs have a special name, "cheng yu." Many, but not all, of the proverbs still used today are derived from a story.

OBJECTIVES:

Students will:

1. recognize the role and importance of proverbs in society
2. read and hear some Chinese proverbs
3. begin to grasp how beliefs affect one's view of the nature of the world, of beauty, and of right or wrong
4. learn to infer the meaning of a proverb

TIME: Two periods

GRADE LEVEL: 3-8

MATERIALS: Proverb sheets

PROCEDURE:

1. Discuss with the class the function of proverbs and why they are used (to succinctly describe a characteristic or situation; to make an idea easy to remember).

2. Suggest a U.S. proverb which is familiar to students, for example, "Never cry wolf." Tell them the story of the boy who cried wolf. Discuss the implied message of the proverb.

3. Read to students a Chinese proverb, and tell them its accompanying story. Ask them if they can infer the meaning of the proverb from the story.

4. List on the board the meanings of all five proverbs and ask if they can guess which meaning matches the proverb and story. Discuss the meaning. (This activity can also be made into a matching game. List the proverbs in one column and the meanings in another column. Ask the students to try and match the meanings to their proverbs).

5. Have a group of students act out a proverb's story.

6. Repeat this process with as many proverbs as desired.

7. Have the students draw a picture depicting the proverb or its story.

EXTENDED ACTIVITY:

1. Have the students try to use the proverb in a sentence.

2. Have the students go home and collect U.S. proverbs. In class, have the students share these proverbs and ask them to write stories to match the proverb. Discuss the similarities or differences between the Chinese and U.S. proverbs.

ANSWER KEY TO CHINESE PROVERBS:

#1: To be stubborn, inflexible and not very intelligent.

#2: To misidentify something on purpose.

#3: To be seemingly clever, but actually very stupid.

#4: To look at something quickly and superficially.

#5: To do something superfluous and unnecessary.

CHINESE PROVERB #1
WAITING BY THE STUMP TO CATCH A HARE

Once upon a time, there was a hunter who lived in China. One day, he was out hunting in the woods. He was walking quietly along when he heard a rustling noise. Along came a rabbit, who whisked right by him and jumped in a hole in a stump. And so the hunter sat down on the stump to wait for the rabbit to come out. Some people say that he is still waiting for the rabbit to come out.

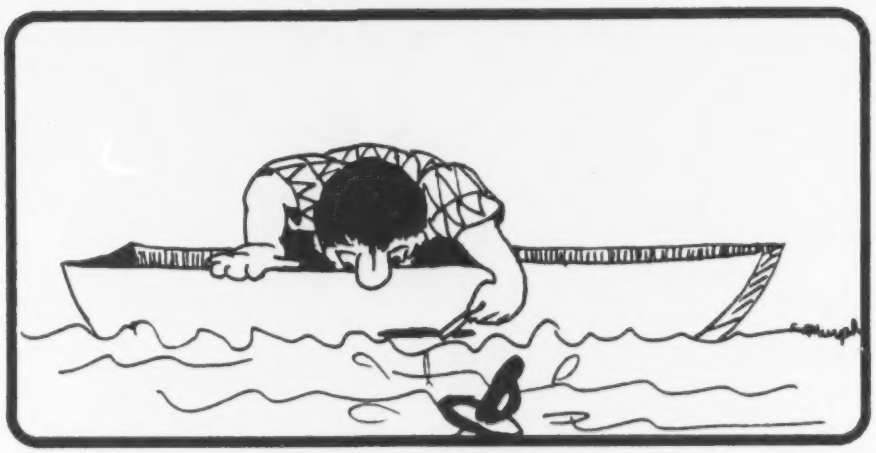
CHINESE PROVERB #2
POINTING AT A DEER AND CALLING IT A HORSE

Once upon a time, there was an emperor in China. This emperor was not very powerful: in fact most of the people considered him to be a weak, but kind, man. This emperor had many ministers who helped him to run the country. Among these ministers, there was one minister who was very powerful and wicked. Many people, including the emperor and the other ministers, feared him.

One day, the emperor and his ministers were taking a long stroll through the imperial grounds. Among the trees, the emperor saw a deer. He pointed at it, saying, "Look! Look at the deer, isn't it pretty?" Now, the evil minister had an idea. He thought, "I must show that I am strong and that the others fear me." And so he said to the others, "That is not a deer, it's a horse." The emperor became confused. It certainly looked like a deer - It had spots and horns, just like the other deer. Many of the other ministers thought the same thing. But because they feared the evil minister, these men said nothing.

There were, however, some braver men who spoke up and argued with the evil minister, saying that it was not a horse but a deer. The evil minister wrote down which men had opposed him, and it is said that these men were exiled to distant lands.

CHINESE PROVERB #3
MARKING THE BOAT TO FIND THE SWORD



Once upon a time, there was a young soldier who went for a ride in a boat. He was not a very good boatman, in fact, he barely knew how to row a boat. When he was in the middle of the lake, he stopped to rest. But as he put the oar in the boat, he knocked his sword, which fell in the lake and sunk to the bottom. "What am I to do?" he thought. "If I lose my sword, I'll be in big trouble!" He thought and thought and finally had an idea; he marked a line on the side of the boat exactly where the sword had fallen into the lake. Then he rowed back to shore, thinking, "All I have to do is dive into the water where it is shallow and the sunlight illuminates the bottom of the lake. Then I can swim right below this mark, and I'll be able to find my sword!"

CHINESE PROVERB #4
ADMIRING THE FLOWERS AT FULL GALLOP

Legend has it, that a long time ago in China there was a lad named Gui Liang who had an injured foot that made it difficult for him to walk. He wanted very much to have a beautiful wife, so he asked his friend Hua Han to introduce him to one. As chance would have it, there was a girl, Ye Qing, who had an extremely large nose and who also wanted Hua Han to introduce her to a handsome man.

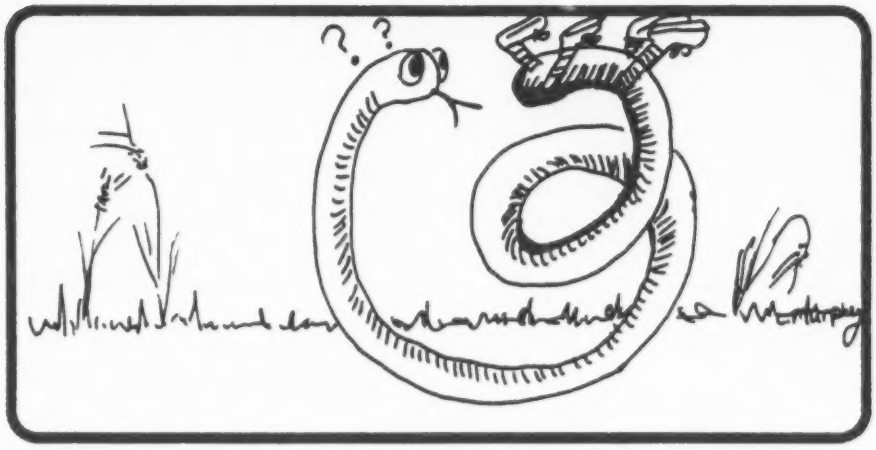
Hua Han thought to himself, "Wouldn't it be great if the two could marry?"

So one day Hua Han asked Gui Liang to ride a horse past Ye Qing's house. Without telling her why, he also told Ye Qing to wait outside of her house and hold a bunch of flowers up to her face as if she were smelling the flowers.

Ye Qing saw Gui Liang riding the horse and thought he looked very powerful and wanted to marry him. Gui Liang saw Ye Qing smelling flowers and instantly fell in love with her as well.

On the day of the wedding the couple looked at each other and noticed each other's shortcomings. Fortunately, they liked each other so much that it did not matter, and they ended up marrying and living happily for the rest of their lives.

CHINESE PROVERB #5
ADDING LEGS TO A SNAKE



Once upon a time, there were four men. These men were hungry but they had only one piece of cake and it was enough for only one person to eat. So they decided to have a contest to decide who would get the cake. The contest was to see who could draw a snake in the dirt the fastest. Whoever finished first got to eat the cake.

Each man took a stick and began to draw. One of the men was very quick, and finished in a flash. He took up the piece of cake and his drawing stick and teased the others about how slow they were. He said, "I have finished already and I still have time to give my snake some legs!" Having said so, he drew legs on his snake.

Another man finished his snake, looked at the first man and said, "You were too quick to speak. Now your snake is no longer a snake but a lizard. So now I am the winner!"

LESSON 9
CHINESE PAPER CUTS

INTRODUCTION:

Chinese paper cuts are a very ancient art form practiced by peoples of all walks of life. Paper cuts are not unique to China, but are found in many parts of the world. On special occasions in the home, lantern ornaments are made for weddings and to wish people good fortune. Sometimes a paper cut is used as a stencil base to embroider shoes, pillowcases and cuffs. Learning to make paper cuts can give children a feeling of connection, not only with the Chinese, but with most nations of the world. (For another lesson on paper cutting see SPICE unit Traditional Chinese Celebrations: Continuity and Change, p. 7.)

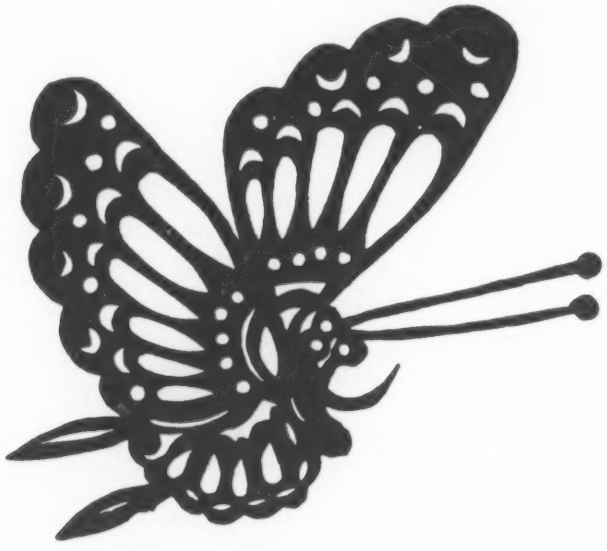
OBJECTIVES:

Students will:

1. experience a universal art form
2. develop their eye/hand coordination
3. use their creative imagination
4. have an opportunity to hear the global history of paper cuts

GRADE LEVEL: K-6

TIME: Two class periods or more depending on the teacher's desire for depth.



LESSON 9.1
MAKING A PAPER CUT

INTRODUCTION:

This activity engages students in the actual making of paper cuts.

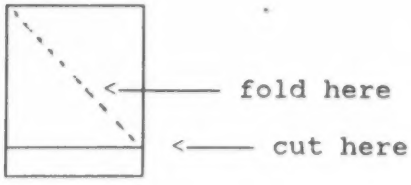
MATERIALS:

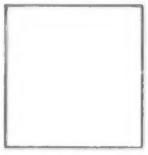
1. Assorted colored tissue paper, enough for your class to make several cuts. Colored ditto paper is also good and causes less slippage.
2. Small, sharp pointed scissors or exacto knives, one per student
3. Talcum powder to keep the knife from slipping, thick cardboard to protect table if students are using exacto knives.
4. Large needles (optional)
5. White construction paper for mounting
6. Tape or stickpins
7. Paper Cut Patterns (Handout 9A)

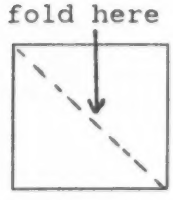
PROCEDURE:

1. Before beginning the actual cutting the teacher should share the background on "Paper Cuts" with the class. The examples of paper cuts should be shown.

2. Discuss and practice the basic techniques of paper folding that will be needed to do the sample cuts selected. Demonstrate to the students how to fold a sheet of paper to square it off.



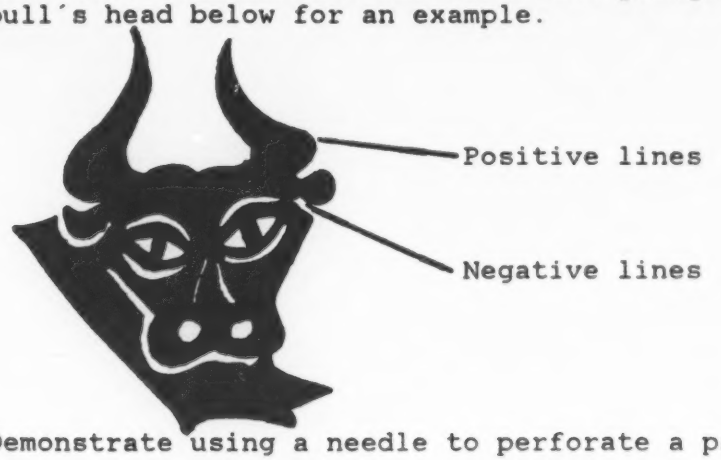




Double repeat

four repeats

3. Discuss negative and positive lines (See Handout 9A). Negative lines produce outlines where the paper has been cut out and positive lines produce outlines where the paper that has not been cut out. Demonstrate this with the younger children using the bull's head below for an example.



4. Demonstrate using a needle to perforate a pattern on paper.

5. Choose colored tissue and fold it into a square.

6. Choose a pattern (Handout 9A) and transfer it to the tissue by tracing around the pattern with a pencil, or punching around the pattern with a needle. If it is a repetitive pattern, the paper should be folded before transferring the pattern.

7. If a knife is used, the paper must be securely fastened either with tape or pins, onto one of the cutting surfaces mentioned in materials #3. If scissors are used, the tissue must be held together firmly.

8. Cut the design following these general principles: inside to outside, top to bottom, left to right, and thick to thin lines.

9. Use the same procedure to cut a freehand design.

10. Mount both paper cuts on white construction paper and display.

FOLLOW UP

1. Write or dictate to the teacher a statement about the origin of their freehand paper cut. Both the statement and the paper cut should be prominently displayed in the school.

2. Explore making shadow puppets using these techniques.

3. As a class or as indivduals, have students make storybooks of Chinese stories. Illustrate them with paper cuts and share them with other classes.

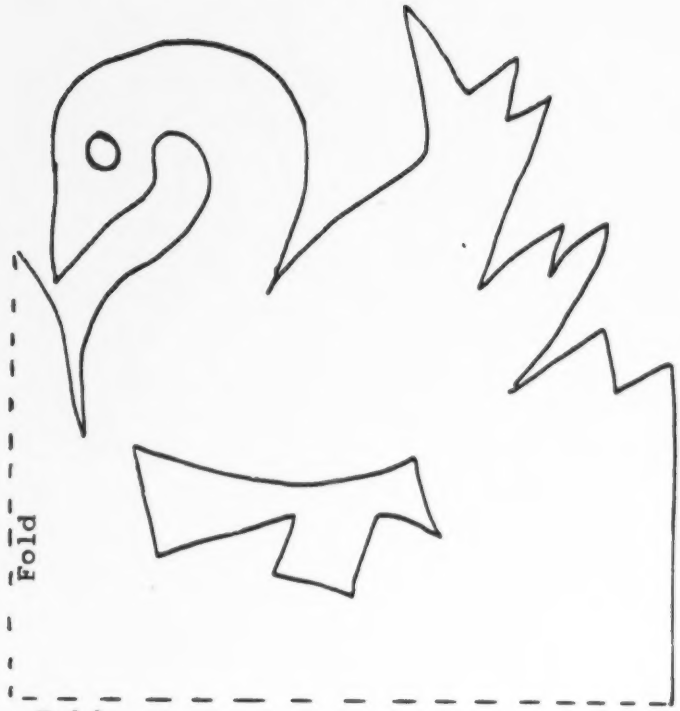
PAPER CUTS

Paper cutting shapes, designs, and figures is an art form enjoyed by people of all social classes. It is practiced by most cultures of the world and in some has been raised to a very high level of sophistication. Beginning with the invention of paper by the Chinese and the evolution of their "Hua Yang" (paper patterns) tradition, many countries took up the practice. The Japanese started in the eleventh century and called paper cutting "Mon Kiri," meaning crest cutting. Family crests were developed for Samurai warriors and the noble families had crests embroidered on their clothes to indicate their rank. In the middle ages, Germans adopted religious cut outs used for prayer, illustrations, decorations, and silhouettes called "Scherenschnitte." In Poland, "Wycinaki", paper cut designs, became popular to decorate the inside and outside of buildings and windows. Paper cuts were also used as stencils to decorate roof beams. In Malaya, paper figures were and are used in black magic rituals. Mexico used and is using paper figures for curing ceremonies. In Victorian England, music hall performers developed whole acts based on paper tearing designs for an audience. Silhouettes were popular in Colonial America up to the development of photography and graced many homes from the rich to the humble. They were cut by itinerants who called themselves by many names: profilers, side portrait painters, papyrotomists, scissorgraphists, and shade men. The term silhouette came into use in 1826, named after Louis XV's finance minister, Etienne de Silhouette who made shades for his own amusement.

Paper cutting is a part of every American child's experience. Snowflake cutting and silhouette making are experiences generations of school children have had. Multiple cut newspaper dolls and lantern making are also experiences that are common. When it comes to paper cuts, Americans are one with the world.

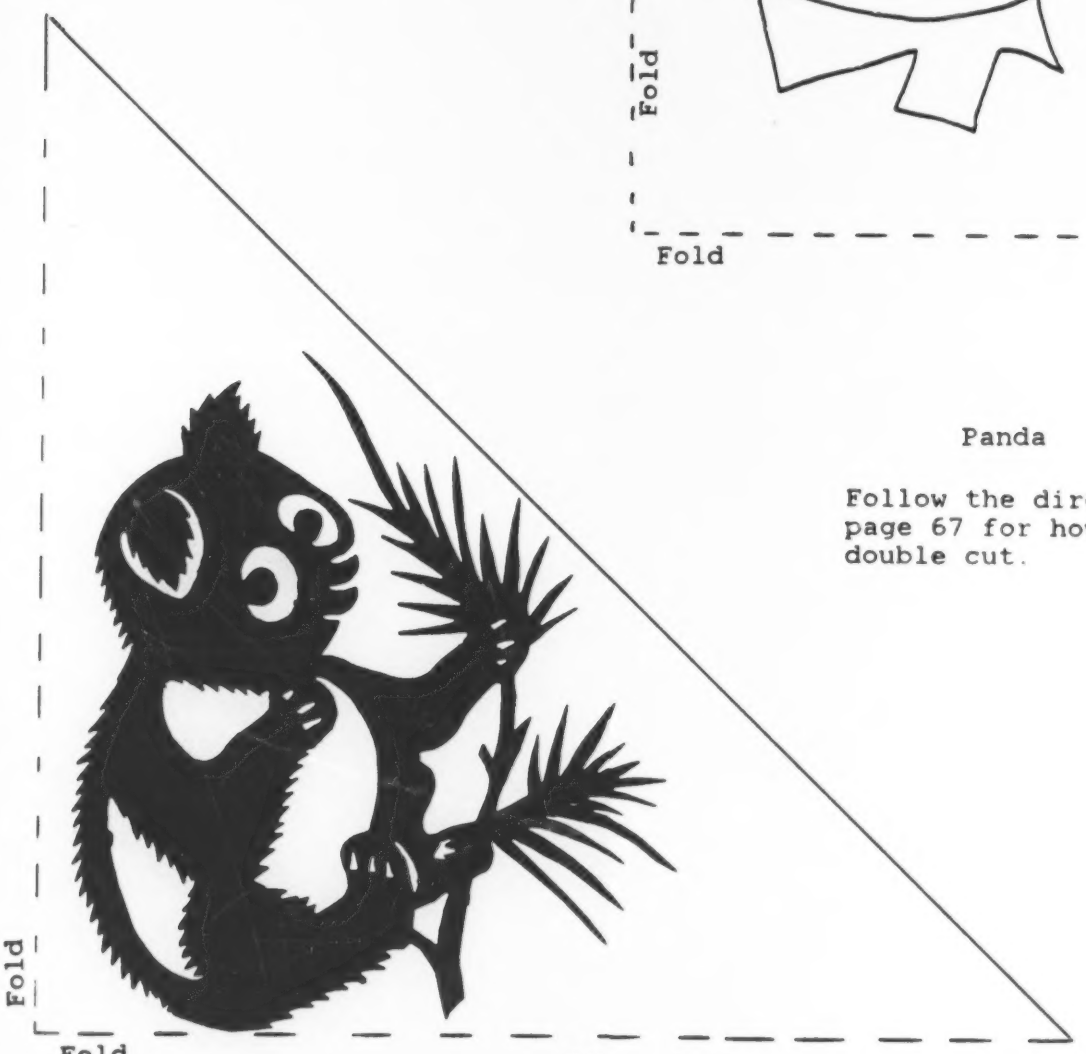
Hangzhou Swan

To make four Hangzhou Swans fold a piece of 8 1/2 X 11 inch paper in half both lengthwise and widthwise. Place the pattern on the folded paper and cut.



Panda

Follow the directions on page 67 for how to make a double cut.



AN EXAMPLE OF A CHINESE PAPER CUT

LESSON 9.2
THROUGH PAPER EYES

INTRODUCTION:

In all societies that use paper cuts, they serve a purpose. In some they are closely connected with religion, in others they are for decoration. Most cultures use them as a blend of the two. In China and in Mexico, paper was an important part of the life of the people and mirrored to a certain extent the development of the society. This lesson is intended to help students look at each of these cultures through "paper eyes."

OBJECTIVES:

Students will:

1. understand the functions of Chinese and Mexican paper cuts and be able to contrast them
2. analyze data about Mexican and Chinese paper cuts
3. make generalizations about the making of and the use of paper cuts in both cultures
4. work cooperatively with a group

GRADE LEVEL: 4-6

TIME: One class period

MATERIALS:

1. Background on Chinese Paper Cuts (Handout 9B)
2. Background on Mexican Paper Cuts (Handout 9C)
3. Chinese Paper Cut Pattern (Handout 9D)
4. Mexican Paper Cut Pattern (Handout 9E)
5. "Through Paper Eyes" worksheet (Handout 9F)
6. Materials listed in lesson #1 for making the paper cuts
7. Colored construction paper 9" x 12"

PROCEDURE:

1. Divide the class into groups of three. Select a recorder, a reader, and a cutter. (The teacher could also serve as the reader.)

2. Each group should have one Chinese (Handout 9B & 9D) or one Mexican (Handout 9C & 9E) paper cut background and patterns. All groups should also have a "Through Paper Eyes" worksheet (Handout 9F).

3. Each group's cutter cuts out the sample paper, cuts and glues the samples to a colored piece of construction paper. (Handout 9D or 9E).

4. The group views the paper cuts and discusses their use as it is outlined on the sheet.

5. The reader reads the background material (Handout 9B or 9C) to the group. The teacher may wish to read the material once to the group to insure understanding.

5. The recorder records the responses on the "Through Paper Eyes" worksheet (Handout 9F) as all three try to find their answers in the background sheet and come to a group conclusion for question three.

6. All groups then share their conclusions. List these conclusions on the chalkboard, so the students can see similarities and differences in their conclusions. The teacher should emphasize that there are no right answers to number three, only educated guesses.

FOLLOW UP ACTIVITIES:

1. Have the children list all the paper cuts they can think of that are used in our society. Examples: Christmas cutouts, store displays, laser-cut stationery, furniture stencils, silhouettes, Halloween and birthday decorations, paper dolls, etc. Which items are used for rituals and which are used for decoration? At this point discuss the meaning of rituals and why they are important.

BACKGROUND ON CHINESE PAPER CUTS

Chinese paper cuts have adapted over the centuries to the changing politics of China and have survived the turmoil. Paper being a Chinese invention of 105 A.D., it is only natural that paper cuts should have originated there. Paper cuts were found in the archeological excavations in Kaochang and are dated between 420 A.D. and 589 A.D. Paper cuts of repeated horses and monkeys were found. Their high quality indicates that a high level of art form had already been achieved. Paper for paper cuts was and is traditionally made from the rice paper plant. It is fermented and then beaten into thin sheets. As the art of paper making became more sophisticated and paper thinner, its cost became cheaper. Paper cutting began to be used for decoration and religious ritual in the lives of ordinary people.

In the Tang and Song Dynasties, starting in 618 A.D., part of a girl's training for marriage included learning to make paper cuts and her value as a bride was increased or decreased by her skill. Today paper cutting is a government supported industry. Paper cuts cover a wide range of topics and are used for decorative purposes. Due to the support of the government, paper cutting is flourishing and being perpetuated. The art form remains the same, the subject matter changes with the times.

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China Facts and Figures: The Art of Chinese Paper Cuts, Beijing: Foreign Language Press.

Menton, Theodore, Chinese Paper Cut Designs, New York: Dover Publications, Inc., 1975.

Jabolonski, Ramona, The Paper Cut Out Design Book, Owings Mills, Maryland: Stemmer House Publishers, Inc., 1976.

BACKGROUND ON MEXICAN PAPER CUTS

Paper was being used extensively by the Indians of Middle America in Pre-Columbian Times. It is believed paper cut figures were introduced by the Mayas before the seventh century. Some people even believe that they had contact with the Chinese. Paper was closely associated with the religious system and considered to be sacred. Cut paper was used to adorn statues, priests and sacrifice victims. Cult cut paper figures were used by curanderos (medicine men). Pieces of paper accompanied the dead to the underworld. Paper cuts acted as a kind of messenger from humans to the spirit world.

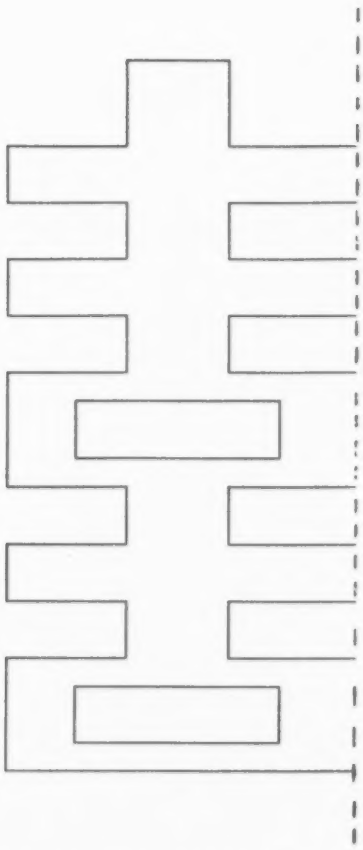
Mexican paper is sometimes made by fermenting the fibers of the Maguey plant. Its fibers thus softened, stretch when beaten. The more common source is the mulberry tree, whose bark is soaked and then beaten thin. A third source is the fibrous fig, prepared in the same manner.

In Mexico, this art of cutting figures from bark paper is practiced by curanderos today. The Otomi in San Pablito, in the state of Puebla, and the Otomi of the Chiccontepec region of Northern Vera Cruz, and the Nahua of Guerrero, make bark paper today and their shamans use paper figures in curing ceremonies. The Tepehua Indians of Huehuetle in the state of Hidalgo, use manufactured paper to cut figures for their religious observances. Most figures cut by all these groups of Indians are of Pre-Columbian design and have not changed over the centuries. A few Catholic saints have been added to the group.

REFERENCES:

Sandstrom, Alan R. and Sandstrom, Pamela Effrein, Traditional Papermaking and Paper Cult Figures of Mexico, Norman and London: University of Oklahoma Press, 1986.

DOUBLE HAPPINESS: A CHINESE PAPER CUT PATTERN

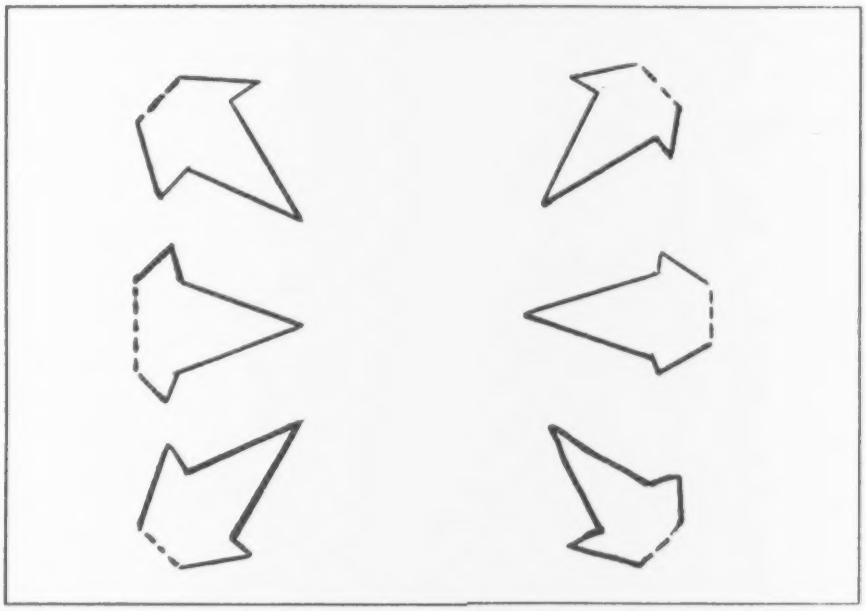


1. Fold on the dotted line and cut along the black lines to make a Chinese double happiness symbol.

2. Hang as a decoration.

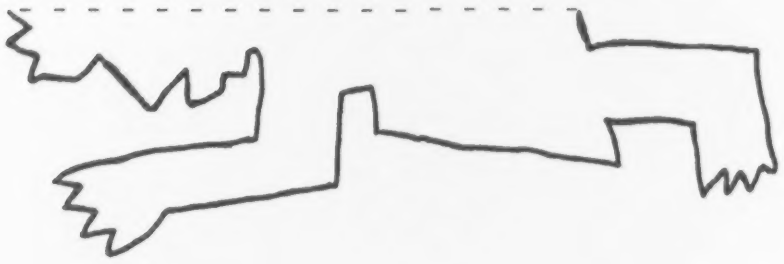
3. The Chinese character for double happiness is used at weddings and other occasions when two brings good luck to people. It is almost always red.

MOTHER EARTH: A MEXICAN PATTERN



Cama de Monte

Bed of the Mountain



Madre Tierra
Mother Earth

These two paper cuts are a part of a Mexican religious ritual. For "Mother Earth", fold on the dotted line and cut on the solid line. For "Bed of the Mountain", cut on the solid line and fold the legs of the bed out on the dotted lines. Place "Mother Earth" on the "Bed of the Mountain".

HANDOUT 9F

THROUGH "PAPER EYES" WORKSHEET

	MEXICO	CHINA
1. How is the paper made?		
2. When was paper invented?		
3. How are paper cuts used now?		
4. How did the use of paper cuts change over the years?		

QUESTIONS

1. Which country's paper cuts have changed the most?

2. Which country's paper cuts are closest to the original form?

3. Why do you think one country's paper cuts changed a lot and the other's remained the same?

LESSON 10
CONCLUSION

INTRODUCTION:

This lesson suggests activities suitable for concluding a teaching unit on China.

OBJECTIVES:

Students will:

1. summarize what has been leared about China
2. develop closure for learning activities on China

GRADE LEVELS: 3-6

CONCLUDING ACTIVITIES:

1. Ask students to list the activities the class has done on China. Write them on the blackboard. Ask students which activities they enjoyed the most? The least? Why?

2. Ask students to write a creative piece that describes a Chinese Family of three. They should include information which they have learned through the study of China. They might title it " A Day in the Life of ...". Alternatively, ask students to write a paragraph on what they have learned about China. What were their impressions of China before? Have their impressions changed?

3. Ask students to bring illustrations, photos and postcards of China to create a classroom display.

4. Ask students to bring items from China for a "show and tell" session in class.

5. Invite a speaker from China to answer questions the class might have.

6. Invite a recent traveller to China to show some slides in class.

PINYIN PRONUNCIATION

INITIAL SOUNDS

PINYIN symbol	Approximate sound	PINYIN symbol	Approximate sound
b*	bay	q**	cheer
p	pay	x	she
m	may	zh***	judge
f	fair	ch***	church
d*	day	sh***	shirt
t	take	r	leisure
n	nose	z	adds
l	low	c	seats
g*	gate	s	say
k	kite	y	yea
h	hay	w	way
j**	jeer		

FINAL SOUNDS

PINYIN symbol	Approximate sound	PINYIN symbol	Approximate sound
a	father	iao	meow
o	saw	iu	feud
e	ugh	ian	yen
i	see	in	in
u	rude	iang	ee + young
u	German u	ing	sing
er	hurt	iong	u + young
ai	aisle	ua	Guam
ei	eight	uei	way
ao	now	un	went
ou	soul	uang	oo + ang
an	ah + n	ueng	oo + eng
en	under	ue	u + eh
ang	ah + ng	uan	u + n
eng	sung	un	u + n
ong	doe + ng	uai	wife
ia	Asia	ui	we
ie	yes	uan	one

*These are devoiced, meaning the vocal cords do not vibrate.

**These are palatal sounds, meaning the tip of the tongue touches the hard palate.

***These are retroflex sounds, meaning the tip of the tongue is slightly curled against the palate.